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ABSTRACT

Intended for Illinois teachers of visually, hearing, or physically handicapped children at the elementary grade level, the handbook provides information for developing a career education program. Focused on in chapter 1 is special education in the state of Illinois with sections on philosophy and program guidelines, regional programs and services, the Special Education Advisory Council, the Illinois Commission on Children, and The Child Hearing Test Act. The emergence and current status of career education is reviewed in chapter 2 including conditions calling for educational reform, the Office of Education definition and policy paper, and the Education Amendments of 1974. The purpose, goals, and activities of career education are considered in chapter 3 with sections on the nature of career development, the awareness stage (grades K - 3), and the accommodation stage (grades 4 - 6). Focused on in chapter 4 are special career education needs for visually, hearing, and physically impaired children, respectively. Various career education resources such as the Educational Resources Information Center and the National Career Information Center are discussed in chapter 5. Considered in chapter 6 are aspects of curriculum planning for career education including specification of goals and objectives, lesson planning, and a four step teaching method. The parents' role in career education is examined in the final chapter in the form of six activities for teachers. Appended are additional information on planning lessons in career education and sample lesson plans. (DB)

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A TEACHER'S HANDBOOK ON CAREER DEVELOPMENT FOR CHILDREN WITH SPECIAL NEEDS: GRADES K-6

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

JOSEPH M. CRONIN
STATE SUPERINTENDENT OF EDUCATION

EC 091 119

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FOREWORD

In 1973 the Instructional Materials Center (IMC) of the Office of the Superintendent of Public Instruction (now known as the Illinois Office of Education) responded to the Marland concept of career education by resolving to bring it to hearing, physically, and visually impaired children, grades K-6, in an educationally sound and effective way.

To assist in exploring what kinds of educational materials might contribute to the teaching of career awareness and career development to children with special needs, the IMC invited 24 concerned persons to meet with staff members who served as the Project Steering Committee. These included career education specialists, professors, special education teachers and administrators, regular classroom teachers, parents, students, and handicapped adults active in their own careers. Two meetings were held in October, 1973 and in April, 1974. The project steering group consisted of the director of the Department for Exceptional Children,* the project coordinator, and three persons with demonstrated competency in the handicap areas of concern: Hazel Bothwell, hearing impaired; Jean Preston Muckelroy, physically impaired; Rosemary Welsch, visually impaired. They contributed substantially to the developments which followed from those beginnings.

The outcome of those meetings was to acknowledge and confirm two facts: there were no known career awareness materials in existence suited to young handicapped children in these three handicap areas, and the need to provide some kind of assistance to teachers was urgent. The 24 participants urged the project steering group to develop "something useful." However, there was little consensus as to what that "something useful" might be.

During the spring and summer of 1974 the project steering group prepared three separate, detailed notebooks which, they hoped, would be useful and which would be field-tested by teachers in classroom settings during the school year 1974-75. Organized under categories such as parental roles, community resources, state and national resources, curriculum guides, career-related activities, commercial materials, etc., the first draft sought "to avoid the temptation to become prescriptive... and was intended to be a helpful resource to teachers... seeking creative responses to a new challenge."

In October, 1974, the project steering group met for one and one-half days in Springfield with 62 select teachers from schools in every sector of the state, to acquaint them with the notebooks and to plan the year's activities with the respective handicap area chairmen. With the funding available each chairman was able to offer her teachers consultative assistance by telephone, and the IMC acquired a collection of helpful commercial career awareness media and resource materials which it loaned to the field-testers on request. The teachers agreed to seek ways to use and to improve the notebooks and to keep a log of successes, failures, and good ideas.

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* now known as the Department of Specialized Educational Services.

In May, 1975, the field-test teachers met again with the five-member project steering group to share the year's experiences, to try to understand why some components of the notebooks were useful while others were not, and to make suggestions. Two things stood out: a) the "cookbook" approach employed by the notebooks gave the teachers more information and fewer insights than they needed or could use, and b) the notebooks helped them develop some career-related activities which held promise of becoming widely useful tools.

At this point the project steering group realized that what their efforts lacked was an educationally sound concept on which to build the potentially useful resources they had collected. Moreover, it was apparent that even the best materials and techniques, when dealt with in isolation, could not produce desired outcomes except by chance. Career education for young children needed to be viewed in the light of a broader concept: that of child development. To strengthen its work in this essential dimension the project steering group was able to enlist the talents of Dr. Larry J. Bailey, a professor in the Department of Occupational Education at Southern Illinois University/Carbondale and a member of the National Advisory Council on Career Education, whose insights into career education in the context of career development have brought him wide recognition. Believing that career awareness for the young handicapped is essentially no different from that for all children, Dr. Bailey recast the notebooks accordingly. The project steering group, together with three of the field-test teachers, worked closely with Dr. Bailey in preparing the second draft.

The resulting complete revision, retitled A Teacher's Handbook on Career Development for Children with Special Needs: Grades K through 6, was then field-tested between December, 1975 and May, 1976 at two career education model demonstration sites (one urban, one rural) being developed in Arlington Heights and Tamms, Illinois, with federal assistance. In addition, participating teachers under the in-service guidance of Dr. Bailey and Dr. Pamela Gillet developed sample lesson plans designed with the specific needs of young hearing, physically, and visually impaired children and their teachers in mind. These sample lesson plans are included in the present first edition.

The original goal of these efforts --- to create a practical and effective means for bringing career awareness to handicapped children --- still runs visibly through the fabric of the project like a vivid thread.

An extended undertaking such as this involves a great many people whose varied contributions make up the structure of the project. In addition to those already mentioned,* Kenneth Rislov, Dr. Mary Loken, Janet Wills, Betty Woodson, and Helen Gibbons assisted Hazel Bothwell, Jean Preston Muckelroy, and Rosemary Welsch in rewriting Chapter IV dealing with the nature of the three handicap areas. At the southern site, Director Curtis Miller and staff members Marita Weaver and Claude Hinman made possible the distribution of the handbook to the participating teachers and the smooth functioning of the in-service and field-testing activities; at the northern site Director Donna Fuson and staff members Sandra Wittman and Donna Strickland also contributed to the in-service and field-testing activities. Special Education Directors Dr. Edward McDonald and Larry Grove, and Regional Director Larry Goldsmith provided administrative support and access to various kinds of resources when they were needed. Dr. Pamela Gillet, Sharon Boyd, and Mary Hale provided assistance in in-servicing the field-testing teachers in the use of the handbook, in critiquing its contents, and in developing the lesson plans in Appendix B. The staff of Project C.O.R.C. (Career Occupational Resource Center) contributed career education materials to the teachers as they were needed.

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* See appropriate listings in the Acknowledgments section for professional data on the following, and other, contributors to the project.

From its inception this project has relied heavily on teachers for guidance and creativity. Under Acknowledgments there are listings of three different groups who, in 1974-75, put the first draft of the notebooks through a severe reality testing and who offered many constructive suggestions. Two additional lists present the names of the teachers who, during 1975-76, made their contributions at the northern and southern career education demonstration sites. All contributed importantly to the goal of creating a practical and effective means for bringing career awareness to handicapped children.

Louise Giesecke, Coordinator
Career Awareness Project
Materials Development and
Dissemination Section
Illinois Office of Education

June, 1976

PREFACE

A basic proposition related to stating student learning outcomes is, "The more important the learning outcome, the more difficult it is to state, to develop, and to evaluate." The essence of this proposition is: if education's major goals are to be realized, such as assisting students in learning about and preparing for a career, then desired outcomes must be carefully formulated and systematically developed and evaluated.

An analogy drawn from another field may help to clarify the scope of this educational proposition. An architectural design such as the geodesic dome could not have been conceptualized and constructed from a rough sketch drawn on a sheet of brown wrapping paper. Rather, the geodesic dome resulted from years of detailed mathematical calculations, preparation of architectural drawings and specifications, and utilization of sophisticated construction techniques. Similarly, the goal of helping students with special needs to formulate realistic self-concepts, become aware of available educational and occupation options, develop positive attitudes and values toward work, and prepare for and eventually enter personally rewarding occupations cannot be achieved with randomly selected discussion topics, field trips, and career days. Regardless of subject area, an organized, articulated, developmental approach to curriculum is required to produce a measurable change in the learner's behavior.

Quality education for students with special needs can be achieved only as a result of well organized and implemented instructional programs. The challenge in developing this handbook has been to identify teacher competencies that are essential to provide quality career education for handicapped children and to help develop the teachers' knowledge and skills deemed important in career education curriculum planning and instruction.

Larry J. Bailey
June, 1976

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INTRODUCTION

The challenge to be met by this handbook was succinctly stated in the Preface. In an attempt to assure that the information contained in this handbook is relevant to what teachers should know and be able to do with respect to career education for students with special needs, the following assumptions, conclusions and implications, and purposes are examined. Unless the reader clearly understands why such information is important, and how it may be applied in a teaching-learning situation, the intended purpose may never be realized.

Assumptions About Career Education

Career education represents a response to the call for educational reform which has been voiced by all manner of education constituencies, including students, teachers, parents, legislators, and educational critics.

Career education is primarily a rediscovery of one of the important and valid purposes of American education - preparation for a personally rewarding career.

Career education involves a total reorientation of education, focusing on individuals, with career development becoming a central experience in the curriculum.

Conclusions and Implications

These assumptions are reflective of the concept of career education held by leading scholars and advocates of career education. If these assumptions are accurate, then career education implies change in large measure. The conventions of education as an institution must change, the nature of the curriculum must change, and the roles of both teacher and student must change.

It should be noted that career education reform does not necessitate radical change. Change may be haphazard and random, and destructive and non-productive; change may also be planned, rational, systematic, and goal-directed.

The intent of this introduction is to cause readers of this handbook to confront objectively the assumptions, conclusions, and implications of career education with respect to current school practices. If the assumptions of career education are to be met, it is likely that the classroom teacher will need to acquire additional knowledge and skills. This challenge for change will be met by conscientious teachers who have always accepted new challenges when change is in the best interest of their students.

Each of the chapters in this handbook is designed to move teachers in the direction of developing competencies in planning, organizing, and conducting career education learning activities for students with special needs. The purpose of each individual chapter is as follows.

CHAPTER I: SPECIAL EDUCATION IN THE STATE OF ILLINOIS

This chapter reviews the context in which the handbook was developed.

CHAPTER II: THE EMERGENCE AND CURRENT STATUS OF CAREER EDUCATION

This chapter is devoted to the emergence of career education as a major, national educational priority.

CHAPTER III: CAREER EDUCATION, GRADES K-6: PURPOSE, GOALS AND OBJECTIVES

Career education and career development definitions are provided and the purpose, goals, and objectives at the primary and intermediate levels are presented.

CHAPTER IV: CAREER EDUCATION FOR CHILDREN WITH SPECIAL NEEDS: VISUALLY, HEARING, AND PHYSICALLY IMPAIRED

This chapter discusses characteristics of the three groups of handicapped children and comments on certain implications for career education.

CHAPTER V: CAREER EDUCATION RESOURCES

This chapter identifies the types of available information and provides for access to resources and agencies which produce and provide career education materials and services.

CHAPTER VI: CURRICULUM PLANNING FOR CAREER EDUCATION

This chapter demonstrates how career education goals and objectives (ends) and career education materials (means) can be merged in planning and developing instructional lessons and units.

CHAPTER VII: THE PARENTS' ROLE IN CAREER EDUCATION

The role of the parent is crucial to the career development of children with visual, hearing, and physical impairments. This chapter discusses several of the ways in which the home-school relationship can be enhanced.

Chapter I

Special Education in Illinois

They dance before they learn
there isn't anything that isn't music.

William Stafford

CHAPTER I

SPECIAL EDUCATION IN THE STATE OF ILLINOIS

Introduction

To appreciate fully the role of career education for children with special needs, it will be useful first to review the context of education in the State of Illinois with respect to special education. Following is a synopsis of the philosophy, program guidelines, agencies, and services related to special education in the state.

Philosophy and Program Guidelines

It is the philosophy of the State of Illinois that each child shall receive a quality common school education commensurate with his or her ability and potential. Such is the right of every child. Because of unique needs, many children require specialized educational programs and services. A law mandating special education for all children with handicapping characteristics was passed in 1965 by the state legislature. The law, which became effective in 1969, is administered with respect to provisions contained in the following documents:

The School Code of Illinois

This is a legal document consisting of cumulative provisions which have been passed by the Illinois legislature. Legal provisions for special education are contained in Article 14. Among its many provisions, Article 14 designates types of handicapped children to be served; ages covered (3 to 21); types of services to be rendered; facilities, transportation, personnel, and the financial reimbursement process. School districts complying with these legal provisions are entitled to receive reimbursements through the Illinois Office of Education, Department of Specialized Educational Services, to help defray the high costs of operating such programs. Article 14 applies only to elementary and secondary school districts under the jurisdiction of the Illinois Office of Education. Other state governmental agencies are not subject to this law even though they may be involved with the education of handicapped children.

Rules and Regulations to Govern the Administration and Operation of Special Education

The Rules and Regulations are developed under the direction of the Office of Education in cooperation with the State Advisory Council on the Education of Handicapped Children. These regulations are pursuant to the enabling legislation within the School Code and are subject to periodic review.

When the Rules and Regulations are filed with the Secretary of State they are as binding upon local school districts as are the laws of the School Code. All teachers and school district personnel should be thoroughly acquainted with both the School Code and the Rules and Regulations as they relate to education for students with special needs.

Districts and Joint Agreements

Illinois, the fifth largest state in the union by population, educates approximately three million school children in public and private schools in grades one through twelve. Through consolidation of smaller schools districts, Illinois has managed to reduce the total number of operating districts to 1,039.

In 1965, a comprehensive special education bill was passed which mandated each school district in the state to provide appropriate educational programs for all handicapped children. A systematic plan was outlined in the legislation to provide for meeting the mandate date which had been set as July 1, 1969. Preparatory to that time, each of the state's 102 counties was to have appointed a committee to be chaired by the county superintendent of schools. The charge of each committee was to take a census of the school children who resided in that county to determine which children were in need of specialized instruction. Based on a minimum student population recommended by the state office (16,000), each school district was mandated to provide services individually or through multi-district or multi-county joint agreements.

As district, multi-district, or multi-county plans were completed, they were submitted to the State Advisory Council for review and approval. If necessary, the State Advisory Council was vested with the authority to rewrite plans which were not acceptable. By July 1, 1969, all plans had been received, approved, and districts were expected to implement the mandate to provide adequate educational programs for all exceptional children.

As a result of this mandate, 86 districts/joint agreements which provide comprehensive special services now exist throughout the State of Illinois. This administrative structure provides for including every school district within the state in some type of plan. Figures available on the last reimbursable school year (1974-75) show that approximately 16,061 professional workers were employed to bring services to approximately

199,581 handicapped children. These figures do not include exceptional children provided for in the programs for the gifted, the disadvantaged, or the migrant.

According to state rules and regulations, each administrative unit must employ an approved full-time director of special education. In addition, it is possible to employ and to receive reimbursement for approved supervisors for particular categorical areas. All programs must operate within the rules and regulations promulgated by the Illinois Office of Education. The rules and regulations now in effect were revised in October, 1974.

The original special education mandate provided for children identified in the law between the ages of five and twenty-one. An exception to this was the category for physically handicapped children which included children with orthopedic, vision, and/or hearing problems. The age range for those groups was three to twenty-one. In 1971, additional legislation was enacted which lowered the mandatory age for all children to the three-year level.

Regional Programs and Services

By 1973 it became apparent that effective programming for children in low-prevalence handicapping categories would have to be done on a regional basis. In 1975, the state was divided into 13 low-prevalence regions based upon a population of 200,000, with Chicago as a single district. Monies from Title VI B and Title I (PL 89-313 private and public) were used to regionalize administration, financing, and implementation of programs for children with low-prevalence handicaps (hearing, vision, and orthopedic impairments).

Each regional program provides supplemental services and supports (1) a regional education supervisor to assist in the development and supervision of needed and existing programs and services for children in the area of their specialization, and (2) an evaluation team typically consisting of a school psychologist, audiologist, school social worker, and an educational specialist. Such evaluation services and others are necessary in order for school districts to meet the mandate of the law and the provisions of the Rules and Regulations to Govern the Administration and Operation of Special Education. Funds for such programs and services are provided jointly by the local school districts, by state reimbursements under the laws for special education personnel, and with supplementary federal funds. Information about programs and services can be obtained through the local director of special education or by calling the regional administrative office.

State Advisory Council on Education of Handicapped Children

The State Advisory Council was established by law to assist in the development of mandatory programs and services for handicapped children as specified in Article 14 of the School Code of Illinois. The advisory council deals with problems of coordination, legislation, policy and procedures, and is vitally important to the development of all programs and services for handicapped children. It also has the responsibility, among others, for review of the Rules and Regulations to Govern the Administration and Operation of Special Education.

Responsibilities of the State Advisory Council on Education of Handicapped Children

1. Advise the State Superintendent of Education regarding rules or regulations promulgated by him, the formation and functioning of the County Advisory Committees, and approval or rejection of the completed comprehensive plans submitted by the County or Regional Special Education Advisory Committees.

2. If any county fails to submit an acceptable plan by July 1, 1967, devise and recommend a comprehensive plan for the education of handicapped children resident in a county prior to July 1, 1969.

3. The State Superintendent of Education with the advice of the Advisory Council shall prescribe the standards and make the necessary rules and regulations including but not limited to establishment of classes, training requirements of teachers, and other personnel, eligibility and admission of pupils, the curriculum, class size limitation, housing, transportation, special equipment and instructional supplies, and the applications for claims for reimbursement.

4. The State Superintendent of Education with the advice of the Advisory Council may make traineeship or fellowship grants to persons of good character who are interested in working on programs for the education of handicapped children . . . .

5. The State Superintendent of Education may contract with any approved institution of higher learning in Illinois to offer courses required for the professional training of special education personnel at such times and locations as may best serve the needs of handicapped children in Illinois and may reimburse the institution of higher learning for any financial loss incurred due to low enrollments, distance from campus, or any other good and substantial reason satisfactory to the Advisory Council.

6. Following the completion of such program of study the recipient of such traineeship or fellowship is expected to accept employment within one year in an approved program of special education for handicapped children in Illinois . . . Persons who fail to comply with this provision may, at the discretion of the Superintendent of Education with the advice of the Advisory Council, be required to refund all or part of the traineeship or fellowship monies received.

7. The educational materials coordinating unit shall have as its major purpose the improvement of instructional programs for handicapped children and the in-service training of all professional personnel associated with programs of special education and to these ends is authorized to operate under rules and regulations of the State Superintendent of Education with the advice of the Advisory Council.

The Illinois Commission on Children

The Illinois Commission on Children is a statutory commission created by the legislature to provide "the mandate, manpower, and machinery for the orderly, steady planning, promoting, coordinating and stimulating of services in behalf of Illinois children." The major part of its work is carried on through special project committees, which make recommendations for implementation. The Commission reports directly to the Governor and to the General Assembly. An appeal for help to the Illinois Commission in 1964 resulted in an extensive study of the problem of hearing impairment of children, which was subsequently reported in a 1969 document entitled A Comprehensive Plan for Hearing Impaired Children in Illinois. This document set forth the concept of regional programs on a statewide basis. The publication is available from the Illinois Commission on Children, 3 West Old State Capitol Plaza, Springfield, Illinois 62701 at a cost of $1.00.

The Child Hearing Test Act

The Child Hearing Test Act was sponsored in 1969 by the Illinois Commission on Children as an outgrowth of the above study. The Act mandates a system of hearing test services under the authorization of the Illinois Department of Public Health in cooperation with the Office of Education. The Rules and Regulations developed jointly by these two governmental agencies are now being implemented. The invisible nature of a hearing impairment and its potential detrimental effect on learning make early remedial intervention critical. Services have now been expanded so that vision screening is being conducted at the same time as the hearing testing services.

In addition to hearing and vision screening, the Rules and Regulations request an annual preschool developmental screening in an effort to seek out young children needing any type of special program or support services. All teachers can perform a valuable service by informing parents of the services available to their children.

Summary

In addition to providing a review of the setting for special education in the State of Illinois, this section has demonstrated why career education and special education are so philosophically compatible. That is, both share in common the goal of maximizing the educational and occupational potential of every individual. A marriage of special education and career education is exciting to contemplate. Each field has much to contribute to the other. Both fields working together in a cooperative relationship could significantly enhance the quality of education available for students with special needs.

Chapter II

Emergence and Status of Career Education

I learn by going where I have to go.

Theodore Roethke

CHAPTER II

THE EMERGENCE AND CURRENT STATUS OF CAREER EDUCATION

Introduction

The term "career education" was apparently first introduced in a 1970 speech by former U.S. Commissioner of Education, James E. Allen.[1] Allen's successor, Sidney P. Marland, in his first address as commissioner of education on January 23, 1971, was responsible for elevating the concept to the level of a national education priority. In his famous Career Education Now speech, Marland acted as spokesman and catalyst for what has become the major educational reform movement of the 1970's. The essence of Marland's speech is conveyed in the following excerpts:

> I want to state my clear conviction that a properly effective career education requires a new educational unity. It requires a breaking down of the barriers that divide our educational system into parochial enclaves. Our answer is that we must blend our curricula and our students into a single strong secondary system. Let the academic preparation be balanced with the vocational or career program. Let one student take strength from another. And, for the future hope of education, let us end the division, the snobbish, destructive distinctions in learning that do no service to the cause of knowledge, and do no honor to the name of American enterprise.
>
> It is terribly important to teach a youngster the skills he needs to live, whether we call them academic or vocational, whether he intends to make his living with a wrench, or a slide rule, or folio editions of Shakespeare. But it is critically important to equip the youngster to live his life as a fulfilled human being.

In other words, life and how to live it is the primary vocation of all of us. And the ultimate test of our educational process, on any level, is how close it comes to preparing our people to be alive and active with their hearts, and their minds, and, for many, their hands as well.[2]

Conditions Calling for Educational Reform[3]

The prime criticisms of American education that career education seeks to correct include the following:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It fails to place equal emphasis on meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, when worker qualifications are compared with job requirements, we find overeducated and undereducated workers are present in large numbers. Both the boredom of the overeducated worker and the frustration of the undereducated worker have contributed to growing worker alienation in the total occupational society.

5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding the career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work.

6. The growing need for and presence of women in the work force has not been reflected adequately in either the educational or the career options typically pictured for girls enrolled in our educational system.

7. The growing needs for continuing and recurrent education of adults are not being met adequately by our current systems of public education.

8. Insufficient attention has been given to learning opportunities which exist outside the structure of formal education and are increasingly needed by both youth and adults in our society.

9. The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.

10. American education, as currently structured, does not adequately meet the needs of minority or economically disadvantaged persons in our society.

11. Post-high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.

It is both important and proper that these criticisms be answered, in part, through pointing to the significant accomplishments of American education. Growth in both the quality and the quanitity of American education must be used as a perspective for answering the critics. Such a perspective, of course, is not in itself an answer. The answers given to such criticisms must take the form of either refutation of the criticisms or constructive educational changes designed to alleviate those conditions being criticized. The prospects of refuting these criticisms to the satisfaction of the general public seem slight. Thus, an action program of educational reform appears to be needed. Career education represents one such program.

USOE Definition and Policy Paper

The growth and development of career education at the federal, state, and local levels must by any standards be described as revolutionary. At the present time, 44 states have developed definitions for career education, dozens of universities now offer courses in career education as part of their teacher preparation programs, and literally thousands of local school districts throughout the country are engaged in a wide variety of career education efforts. These developments are all the more remarkable in recognition of the fact that until late 1974 career education lacked both an official definition and an official congressional endorsement. The remainder of this section is concerned with a discussion of recent developments which have corrected these two conditions.

In 1971 when Commissioner Marland established career education as a priority of the U.S. Office of Education, he emphasized the importance of not having an official OE definition. This action has been variously praised and condemned. Both camps can provide fairly convincing arguments to support their different points of view. Regardless of the ultimate wisdom of Marland's position, dozens of "definitions" for career education have emerged in attempts to fill the void.

In order to assess the degree of consensus regarding career education, Kenneth Hoyt prepared, in February 1974, a draft document entitled "An Introduction to Career Education," along with a study guide designed to elicit responses with respect to specific statements contained in the document. Responses to the document and study guide were solicited primarily from three groups: (a) mini-conference participants, (b) state departments of educational personnel, and (c) national leaders.

Mini-conference participants consisted of those individuals invited to attend 20 career education "mini-conferences" sponsored by OE during the summer of 1974. Of these persons, 224 turned in usable, completed study guides. State department of education personnel were those individuals who attended the National Conference for State Coordinators of Career Education in April, 1974 in Dallas. Forty study guides were completed by this group. Respondents in the national leaders category represented persons invited to attend one of two conferences held in early summer of 1974. The two conferences, which were informally called the "Conceptualizers' Conference" and the "Philosophers' Conference," yielded 17 completed study guides.

Analysis of the responses by these three groups indicated a high degree of consensus with respect to the 19 major statements and questions contained in the study guide. Further, the degree of consensus did not differ greatly in either degree or direction among the three groups. The apparent agreement evidenced from the responses convinced OE that the final policy statement draft should not differ greatly from the original version. The consensus draft, entitled An Introduction to Career Education: A Policy Paper of the U.S. Office of Education[4], was officially adopted by OE in November, 1974. The "official" definition for career education is as follows:

> 'Career.education' is the totality of experience through which one learns about and prepares to engage in work as part of her or his way of life.

The significance of the 40-page policy statement and definition is probably its psychological influence in further legitimizing career education. It should also be noted that the content of the paper is consistent with the provisions of new career education legislation which provides the first official congressional endorsement of career education. A discussion of this new legislation follows.

Education Amendments of 1974

The majority of funds which were used to initiate and develop career education during the period 1971 to 1975 were provided primarily through vocational education appropriations. Even though career education has enjoyed enthusiastic support from the Nixon and Ford administrations and from the Congress, it was not until passage of Public Law 93-380 on August 21, 1974 that separate funding authorization was provided. Section 406 (h) of the Education Amendments of 1974 states: "For the purposes of carrying out the provisions of this section (406), the Commissioner is authorized to expend not to exceed $15,000,000 for each fiscal year ending prior to July 1, 1978."

In addition to authorizing separate funding for career education, the Education Amendments of 1974 contain the following five provisions which are discussed below:

1) Establish an Office of Career Education,
2) Establish a National Advisory Council for Career Education,
3) Provide for a survey and assessment of career education,
4) Authorize demonstration grants and exemplary career education models, and
5) Authorize grants for state planning.

Office of Career Education

In order to carry out the policies, purposes, and provisions of Section 406, an Office of Career Education has been established in the Office of Education. The Office is headed by a director who reports directly to the commissioner of education. Kenneth B. Hoyt, currently on leave from the University of Maryland, was appointed the first director of the Office of Career Education.

National Advisory Council

A National Advisory Council for Career Education has been established, consisting of 12 public members broadly representative of fields of education, the arts, the humanities, the sciences, community services, business and industry, and the general public.

The Council is charged with responsibilities for advising the commissioner of education on all career education programs in HEW's Division of Education (i.e., Office of Career Education, Bureau of Occupational & Adult Education, National Institute of Education). It is also charged with assessing the current status of career education throughout the nation and with making legislative recommendations to the Congress. In November, 1975 the Council made its first report to the Congress. Its publication entitled Interim Report with Recommendations for Legislation[5] should be consulted for a more comprehensive discussion of the Council's role, membership, and first-year activities.

Nationwide Survey and Assessment of CE

The Advisory Council, with the assistance of the commissioner, was charged with conducting a survey and assessment of the current status of career education programs, projects, curricula, and materials in the U.S. and with submitting a report to the Congress. On June 1, 1975 a contract to conduct the 10-month survey was awarded to the American Institutes for Research in Palo Alto, California. The final project report was submitted to the Office of Education on April 30, 1976. Copies of the AIR report will be made available from the Office of Career Education.

Demonstration Grants and Exemplary Models

The funds authorized for Sec. 406 are for grants to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models. On June 1, 1975, 80 grants were approved for funding related to the following five purposes. The number in parentheses following each statement indicates the number of projects which were funded related to that category.

A. Activities designed to effect incremental improvements in K-12 career education through one or a series of exemplary projects (45);

B. Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, or in institutions of higher education (7);

C. Activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, minority, low income, or female youth (12);

D. Activities designed to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs (4); and

E. Activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public (12).

It may be of interest to note that only three projects were funded related to career education for the handicapped. A second round of grant awards will be made in June, 1976.

Grants for State Planning

In addition to the national survey and assessment project, and the five priority areas discussed above, the law also authorizes, beginning in Fiscal Year 1976, that grants be awarded to state educational agencies. The purpose here is to encourage state-wide planning for career education and to foster articulation between state educational agencies and local educational agencies. This provision of the law will also encourage planning between the chief state school officer and the state director of vocational education in those states where such offices are currently operating independently. The first grants under this section of the law are expected to be awarded in late spring 1976.

Summary

Skeptics of career education, who in 1971 labeled career education as a fad, as glorified vocational education, or as another ill-conceived proposal of the Office of Education, must surely be having second thoughts. This is not to suggest that major issues in career education have all been resolved. The successful implementation of career education will continue to require aggressive leadership; vast sums of money; commitment to the reform of public schools, state agencies, and teacher education programs; education of parents and lay citizens; and an infinite amount of perseverance and hard work. However, the widespread acceptance of career education by a broad range of constituencies is encouraging evidence that a large number of people are willing to accept the challenge.

References

[1] J. E. Allen, Jr., Competence for All as the Goal for Secondary Education, address given at the Annual Convention of the National Association of Secondary School Principals, Washington, D.C., February 10, 1970.

[2] S. P. Marland, Jr., Career Education Now, address given at the Annual Convention of the National Association of Secondary School Principals. Houston, Texas, January 23, 1971.

[3] K. B. Hoyt, An Introduction to Career Education: A Policy Paper of the U.S. Office of Education. (Washington, D.C.: U.S. Government Printing Office, 1975), pp. 1 & 2.

[4] Ibid.

[5] National Advisory Council for Career Education, Interim Report with Recommendations for Legislation. (Washington, D.C.: U.S. Government Printing Office, 1975).

Additional Reading

The following selected references contain additional background and rationale for the emergence of career education:

Bailey, L. J. and R. W. Stadt. Career Education: New Approaches to Human Development. Bloomington, Illinois: McKnight, 1973.

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Chapter III

Career Education, Grades K-6: Purpose, Goals, Activities

You work that you may keep pace with
the earth and the soul of the earth.

Kahil Gibran

CHAPTER III

CAREER EDUCATION, GRADES K-6: PURPOSE, GOALS, AND OBJECTIVES

Introduction

The brief historical background of career education, which was discussed in the previous chapter, leads naturally into defining what is meant by career education and career development.[1] The operational definition for career education which follows is compatible with the previously stated Office of Education "official" definition.

> Career education refers to educational programs and curricula at many developmental levels, and provided by several types of delivery systems, which provide experiences designed to help individuals become oriented to, select, prepare for, enter, become established, and advance in an individually satisfying and productive career.
>
> Career development is a term used to describe the accumulation of individual behaviors related to work, both before and after entry into an occupation. It is a developmental, continuously iterative process which progresses from infancy throughout adulthood like an expanding spiral. In curricular terms, career development refers to the behavioral outcomes of career education, primarily those related to self-development; career planning and decision-making; and the development of work attitudes, values, concepts, and skills.

The practical significance in distinguishing between these two definitions is to make apparent the difference between means and ends. With respect to means, career education refers to topics, activities, materials, instructional methods, program, and services. With respect to ends, career development refers to the various types of concepts and skills which the students will develop. An analogy may help to make this relationship more clear (see Figure III-I).

Language arts is the name of a program of instruction (means) which is concerned with facilitating the process of communication (ends). More specifically, the language arts teacher is concerned with developing concepts and skills related to reading, writing, listening, speaking, and acting out. Similarly, the career education teacher is concerned with facilitating the process of career development and the specific concepts and skills related to self-concept development, decision-making, work attitudes and values, and the like.

The Nature of Career Development

A fundamental of curriculum development is that goals and objectives must be identified prior to the selection or development of content, activities, and materials. Instructional components are only developed or selected in terms of the degree to which they lead to mastery of the curriculum objectives. The above introduction has pointed out the need to formulate learning outcomes for career education that are based on an understanding of the process of career development. Following is a synthesis of principles of career development which are generally acknowledged to be characteristic of the manner in which an individual develops a mature career identity.

Means	Ends
Language arts - a program of instruction to facilitate the process of communications, i.e.,	Concepts and skills of: 1. Reading 2. Writing 3. Listening 4. Speaking 5. Acting out.
Career education - a program of instruction to facilitate the process of career development, i.e.,	Concepts and skills of: 1. Understanding and implementing self 2. Understanding and preparing for the world of work 3. Accepting responsibility for career planning 4. Problem solving, decision-making, and information processing 5. Relating to individuals and groups 6. Developing and clarifying work attitudes and values.

Figure III-1

Conceptual Relationship Between Language Arts and Career Education

1. Career development is one aspect of an individual's overall pattern of growth and learning.

2. Career development is a long-term evolutionary process, beginning in infancy and extending through adulthood.

3. Career development is the summation of a complex series of career-related decisions made by the individual over a considerable span of time.

4. An individual's striving to arrive at an appropriate occupational goal may be interpreted as an attempt to implement one's self-concept.

5. Career development proceeds through a series of primarily culturally-induced developmental periods or life stages.

6. Each developmental life stage involves meeting and coping with increasingly complex developmental tasks. The developmental tasks are susceptible to further description and elaboration.

7. Development through the life stages can be guided. The knowledge, skills, attitudes, and motivation essential for coping with the developmental tasks can be fostered and developed. Career decision-making can be fostered and developed. Career decision-making can be done on a rational basis.

8. The degree of mastery of a developmental task and the quality of an occupational decision is a function of the type, amount, and validity of data and experiences to which the individual has been exposed.

These principles of career development have been incorporated into a curriculum model for career education which is discussed in the remainder of this chapter. The model is based on the concept of developmental stages and developmental tasks. An awareness stage (K-3) and an accommodation stage (4-6) are presented in which the overall purpose of the stages is discussed. For each stage, six career developmental tasks are identified. The six tasks for each stage may be considered as desirable goals for career education at the elementary level. Next, sample general and specific performance objectives are stated which become the basis for developing instructional units and lessons (see Chapter VI). The reader should be aware that the curriculum model which follows is only one of several different types of models which have been developed by various authors and governmental agencies. References to additional models will be provided at the end of this chapter.

Awareness Stage: Grades K-3

The period of schooling that spans the years K-3 is the child's first encounter with a formal learning environment. When a child enters the elementary school, he or she has long been displaying in recognizable form inductive processes of learning.[2] That is, exposure to objects through manipulation, observation, use, and so on, has led to familiarity on the basis of which the child forms generalizations about them. For example, through ordinary experience with articles in his or her environment, a child learns which things are "clothes," "foods," and "animals." Up to the age of five or six, behavior is to a large degree egocentric, i.e., determined mainly by specific experiences and activities of the child.

About the ages six to eight the child begins to shift from inductive to more deductive behavior.[3] Awareness of concrete, perceptually known properties of and relations between objects gives way to grouping and abstract symbolic behavior. Now, the child begins to employ already formed generalizations to deal appropriately with new objects or with familiar objects in new ways. According to Formanek and Morine, growth in concept formation and cognitive development is generally brought about by the organizing of aspects of the external environment in such a way that classes of objects or concepts are formed.[4] In order to deal with the large numbers of objects in his or her world, the child must represent them in some way. This representation usually involves some form of grouping or categorizing.

Based on the above, Vinacke suggests that there are two basic curriculum considerations to be recognized in the early school years.[5]

> First, the child needs to be exposed to the ingredients of concepts. From knowledge of concrete properties of objects and their relations to each other, the child can evolve precise, stable, and complete conceptions.
>
> Second, since the child is learning how to generalize, how to symbolize, how to apply the same concept to a variety of situations, he or she needs practice and guidance in the efficient, harmonious, and productive cultivation of these skills.

The function of career education during the awareness stage thus becomes that of helping the child to perceive the ingredients which are the forerunners of more effective career development concepts and behaviors and to develop skills for differentiating and internalizing new phenomena.

Goals and Rationale

A1. Developing awareness of self. In early childhood, individuals begin the process of self-concept formation which continues throughout their lives. Initially, children gather sensory impressions (i.e., "self-percepts") related to their physical configuration and their capabilities.[6] Gradually, they begin to organize their perceptions into higher-order generalizations and, finally, into simple self-concepts. That is, the impressions one receives from activities and interpersonal relationships are combined to form mental pictures. Emphasis on self-awareness and differentiation of self from others helps the child develop a repertoire of self-percepts which become the foundation for more accurate and comprehensive self-concepts.

1. Forms generalizations about self
    - 1.1 Provides examples to illustrate what is meant by "characteristics"
    - 1.2 Summarizes ways in which an individual may be described, e.g., emotions, actions, personal information, physical appearance
    - 1.3 Identifies own self-characteristics and attributes
    - 1.4 Recognizes uniqueness of own self
    - 1.5 Differentiates self from others
2. Understands the concept of interests
    - 2.1 Explains what is meant by an "interest"
    - 2.2 Describes how people become interested in an activity
    - 2.3 Identifies own interests
    - 2.4 Describes how people express their interests in work and play
    - 2.5 Relates own interests to various work activities
3. Understands the relationship between interests and occupations and leisure activities
    - 3.1 Explains how interests may be satisfied in a variety of occupational roles
    - 3.2 Infers why it is desirable to work at an occupation that one is interested in
    - 3.3 Explains how interests may also be expressed in leisure activities
    - 3.4 Illustrates how knowledge of interests helps in making decisions

A2. Developing awareness of different types of occupational roles. The young child perceives people performing different types of work activities, but is not able to conceptualize differences among them.[7,8] For example, children do not distinguish the work that their parents may do in an occupation outside the home from the "work" that is done within the home, or from hobby and/or volunteer activities done in addition to an occupation. This goal is closely related to A4 which is designed, in part, to help the child develop skills to make such distinctions.

1. Examines different types of human activity
   - 1.1 Formulates a broad, general definition for what is "work"
   - 1.2 Explains what is meant by "leisure"
   - 1.3 Recognizes commonalities of work and leisure
2. Differentiates types of work activities
   - 2.1 Defines the term "occupation"
   - 2.2 Describes how an occupation differs from other types of work activity
   - 2.3 Distinguishes among occupations, household chores, volunteer work, and leisure activity
   - 2.4 Associates different types of work and leisure activities with various family members
   - 2.5 Observes and talks to various workers in the school and neighborhood to differentiate occupational roles
3. Understands concepts (i.e., economic groups) of goods, services, consumers, and producers
   - 3.1 Defines what is meant by the term "consumer"
   - 3.2 Understands that everyone is a consumer
   - 3.3 Differentiates between goods and services
   - 3.4 Defines what is meant by the term "producer"
   - 3.5 Provides examples of people who produce goods and people who produce (i.e., provide) services

4. Understands how goods and service producers are inter-related

   4.1 Examines own family unit to understand the principle of interdependence
   4.2 Explains how specialization leads to interdependence
   4.3 Provides examples to illustrate how goods and services workers depend on each other
   4.4 Recognizes why worker cooperation is necessary in the production of goods and services
   4.5 Describes the individual work habits and attitudes that contribute to cooperative work relationships

5. Understands that production of most goods and services involves a "family" type of effort

   5.1 Identifies different types of job families under the broad headings of goods and services producers
   5.2 For a given occupational family (e.g., leisure, construction, health), describes types of goods produced or services provided

6. Examines the nature of a job family (i.e., occupational group)

   6.1 Recognizes the wide range of different occupations within a single family
   6.2 Understands that many different levels exist within a job family
   6.3 Describes what is meant by the term "job ladder"
   6.4 Recognizes that individual occupations may be found in more than one job family

A3. Developing awareness of responsibility for one's own actions. This goal is related to A1 in which children begin to recognize their own uniqueness, and to A2 in which they become more aware of the types of roles that they and others perform. These perceptions provide the basis for children understanding that: (1) they are responsible for their actions, and (2) they control their own actions by choosing from available alternatives. The child's development of a sense of control is seen as a prerequisite to later acceptance of responsibility for career planning.

1. Shows awareness of the consequences of own behavior

    1.1 Gives examples of occasions in which own behavior has made others happy and unhappy
    1.2 Gives examples of occasions in which own behavior has made self happy and unhappy
    1.3 Discusses the degree to which he/she is aware of how own actions affect self and others
    1.4 Discusses the following: "If someone hits you because you are teasing them, who is at fault?"

2. Shows awareness of the relationship between emotions and actions

    2.1 Identifies things he/she often worries about
    2.2 Compares own worries to those of classmates
    2.3 Discusses what individuals can do to deal with their worries
    2.4 Explains why worries often lessen, once action toward a problem has begun
    2.5 Discusses which is the better approach to worries — wishful thinking or positive action

3. Recognizes the potential for greater self-initiative

    3.1 Names things he/she now does that used to be done by parents
    3.2 Identifies things he/she might begin learning to do
    3.3 Discusses whether "success" is more related to luck or to individual effort
    3.4 Gives examples of occupations which require considerable individual initiative
    3.5 Identifies things which can be done to make own environment more as he or she would like it

A4. Developing classification and decision-making skills. This goal includes the development of two types of fundamental behaviors: (1) classification skills and (2) decision-making skills. With respect to the first type of behavior, research on the nature of concept formation has demonstrated that categorization ability is intimately related to children's cognitive development. Formanek and Morine conclude that "developing concepts such as 'group,' 'role,' or 'sanction' in the social sciences demands a skill in identifying similarities and differences in human behavior. Consequently, a child's ability to categorize would seem to bear some relation to his ability to understand much of the modern elementary school curriculum."[9] The implications for the understanding of occupational groups are self-evident.

The introduction to decision-making is designed to acquaint the child with the "logic" of choosing from among alternatives. While most children may not be able to conceptualize decision-making as a process, they will be able to apply such methods to the choosing of alternative courses of action, alternate behaviors, and alternate modes of expression. "From early childhood through adulthood the skills and motives needed for making wise decisions are essential elements in the equipment of the maturing person."[10]

1. Understands the characteristics of grouping systems

    1.1 Defines what is meant by a "group"
    1.2 Explains how grouping can be used to organize information
    1.3 Shows how objects, events, etc., can be classified in many different ways
    1.4 Explains how groups can be created for different purposes

2. Understands that grouping can help in organizing information about interests and occupations

    2.1 Reviews meaning of interests
    2.2 Distinguishes how an individual's specific interests may be grouped into a number of broad areas
    2.3 Illustrates the usefulness of knowing occupations in terms of interest areas

3. Knows decision-making methods and procedures

   3.1 Describes what is meant by a "decision"
   3.2 Provides examples to illustrate decisions he/she makes daily
   3.3 Identifies steps involved in making a decision
   3.4 Distinguishes between "good" and "bad" decisions
   3.5 States why it is important to consider alternatives in making decisions
   3.6 Speculates about decisions he/she will have to make in the future

A5. Learning cooperative social behavior. Like previous goals, the need for effective working relationships is a fundamental behavior of childhood that continues throughout life. As Havighurst notes, " . . . the nine- or ten-year-old clearly shows what he will be like, socially, at fifty."[11] The technique of behavior modification notwithstanding, Havighurst's observation is well-taken in that social relationships constitute a foundation element in later adaptions to life and its demands. Effective working relationships with one's peers are not some frosting on the educational cake that is desirable if it comes about incidentally. Rather, it is an essential ingredient of the cake itself.[12]

1. Shows awareness of the importance of group cooperation

   1.1 Describes how working with others is often better and faster than working alone
   1.2 Describes how working with others may be more fun than working alone
   1.3 Differentiates between "acceptable" and "unacceptable" behavior of group members
   1.4 Discusses responsibility of each individual for making a group project successful
   1.5 Gives examples of occupations which depend on people working together

2. Shows awareness of the logical consequences of cooperation and noncooperation

    2.1 Describes how working for one's self-interest may detract from group goals
    2.2 Describes how each person's contribution is needed to get a job done
    2.3 Illustrates how people react differently to suggestions vs. demands

3. Participates in productive group activities

    3.1 Gains practice in group planning
    3.2 Joins in activities designed to achieve group goals
    3.3 Completes assigned tasks
    3.4 Shares in group successes and failures
    3.5 Discusses similarities between adult work groups and student work groups

A6. Developing respect for work and workers. Probably at no other time do children have as high a regard for work as they do in early childhood. The tendency for children to play at work is well-known. Kabach notes that ". . . the younger the child the greater the interest in the actual job performance itself. Most children are natural born actors; they want to act out in order to understand what it feels like to be a carpenter or a ball player."[13] The question is not one of should attitudes toward work be taught in early elementary school. Students do, in fact, possess work attitudes. Generally, these are favorable. At issue, then, is how to preserve positive attitudes so they may be used as a foundation for more realistic attitudes and understandings.[14]

1. Shows awareness of the social usefulness of work

    1.1 Surveys various types of community workers
    1.2 Selects an occupation of interest and conducts independent study
    1.3 For the occupation selected, reports on the social contributions of that worker
    1.4 For the occupation selected, discusses the consequences of that worker not performing his/her job

2. Shows awareness of how individual needs are met through work

    2.1 Illustrates how work can meet basic human needs
    2.2 Illustrates how work can meet needs for self-expression
    2.3 Recognizes that others may enjoy doing work that he/she finds unpleasant
    2.4 Describes how he/she feels after successfully completing a difficult work task
    2.5 Recognizes that most types of work are sexless

3. Adopts identity of worker

    3.1 Lists various types of work tasks performed regularly
    3.2 Explains how the role of student is similar to that of an employed worker
    3.3 Describes how work done in school can affect him/her in the future

Accommodation Stage, Grades 4-6

During the Awareness Stage children are perceptually orientated; they make judgments in terms of how things look to them. In the period from about age nine to eleven, certain mental operations begin to manifest themselves, e.g., the ability to be aware of a previous thought. According to Almy, the intermediate years of education, which correspond approximately to Piaget's stage of concrete operations, are the time of intellectual development when the child is able to solve problems and give explanations in terms of concrete data.[15] The most important specific changes in cognitive development which take place with increasing age have been summarized by Vinacke as follows:

1. Progression from single to complex concepts. For example, concepts of the structure of society move from the immediate family group to the neighborhood, school, community, and so on.

2. Progression from diffuse to differentiated concepts. Thus, concepts of the self change from generalized awareness of the body and relations to others, to well-organized knowledge of roles, attitudes, traits, etc., in a complex system of needs, social relationships, and activities.

3. Progression from egocentric to more objective concepts. In the first or second grade, for example, a child may assume that a teacher knows much more about his home and parents. Later, of course, he learns to an increasing degree to treat objects and people as distinct from his own experience with them.

4. Progression from concrete to abstract concepts. In this trend, the child tends to become increasingly free from the immediately perceived properties and functions of objects and to deal with them in the classificatory sense mentioned above. For example, a younger person tends to draw pictures of particular persons (himself or his mother), whereas older children can more readily produce a man or a child.

5. Progression from variable to more stable concepts. In earlier school years the rules of a game or a classroom procedure are not treated as having a set form, whereas they come in due course to be regarded as fixed. Words which at first have no stable meaning are increasingly used to signify the same kind of object and characteristics of objects.

6. Progression from inconsistent to more consistent and accurate concepts. A child in the first grade may consider any building with red clapboards to be an instance of a barn.[16]

These changes are continuous and cumulative and are not confined solely to the intermediate level of elementary school education. Certain kinds of concepts, such as those pertaining to self, undergo very extensive development in adolescence and, often, into young adulthood. The significant feature of these cognitive changes in the Accomodation phase of career development is that they occur more rapidly in childhood than in later years.

B1. Developing concepts of self. In this phase, children begin to conceptualize what they formerly only perceived.[17] "Self-concepts are self-percepts which have acquired meaning and which have been related to other self-percepts. A self-concept is the individual's picture of himself, the perceived self with accrued meanings."[18] Operationally, self-concept development at this level takes the form of helping students develop "self-understanding." Turner points out that the greater an individual's understanding of the activities in which he is interested, his ability to participate in those activities, and the value of those activities to him, the more accurate will be his choice of a later career.[19]

An additional operational aspect of self-understanding is the provision for periodic assessment of growth and learning, and the assimilation of new information. By becoming more fully aware of characteristics of the process of change which mark growth and development, children can: (1) begin to develop a better understanding of themselves at a certain point in time, i.e., a concept of becoming, and (2) recognize that their understanding of self is constantly changing, i.e., they are in a process of becoming.

1. Understands the terminology used for self-appraisal
    - 1.1 Reviews what is meant by interests
    - 1.2 Describes what is meant by aptitudes and abilities
    - 1.3 Describes what is meant by values
    - 1.4 Differentiates among interests, abilities, and values

2. Understands that interests may vary at different points in life

    2.1 Provides examples of how interests may change as a result of growth, learning, and new experience
    2.2 Explains the tendency of interests to become more stable as one grows older

3. Interprets how abilities influence choices and actions

    3.1 Differentiates between general ability and special ability
    3.2 Summarizes what is meant by the term ability
    3.3 Illustrates the role of abilities in relationship to interests

4. Interprets how values influence choices and actions

    4.1 Understands that values determine how an individual "feels" (importance, worth) toward an activity
    4.2 Differentiates own values toward various activities from those of peers
    4.3 Illustrates the role of values in relationship to interests

5. Formulates present self-identity reflecting knowledge of own abilities, interests, and values

    5.1 Summarizes primary areas of interest
    5.2 Compares present interests with those characteristic of earlier periods
    5.3 Provides examples of individual aptitudes and abilities
    5.4 Recognizes assets and limitations
    5.5 Provided with a list of activities, expresses the importance (value) of those activities to him/her

6. Judges the validity of own self-identity

    6.1 Recognizes that he/she has several identities
    6.2 Understands that the "me I see" may be different from the "me others see"
    6.3 Becomes aware of how others characterize him/her
    6.4 Compares own self-identity with the self others see

B2. Developing concepts of the world of work. At this level, the child moves from perceptualization of work activities and simple generalizations, such as goods and services workers, to more sophisticated concepts. If the child is to differentiate among thousands of occupations, he or she must be helped to develop a "cognitive map" which will serve as a conceptual framework for later occupational orientation and exploration. The emphasis should be on learning (1) what is the world of work and how it has evolved, (2) why occupations exist, (3) what is work, and (4) why people pursue various work activity (i.e., occupations).[20]

1. Understands how man's basic needs are met through a culture

   1.1 Provides examples of basic human needs
   1.2 Describes how a culture develops to meet basic human needs
   1.3 Explains how a culture generates its own needs and requirements

2. Understands that the world of work is composed of occupational establishments (factories, hospitals, stores) designed to meet cultural needs

   2.1 Explains why various occupational establishments have evolved
   2.2 Illustrates by example how a particular occupational establishment meets a specific cultural need
   2.3 Explains why industrialized cultures have a greater variety of occupational establishments
   2.4 Explains why industrialized cultures have a greater variety of service and leisure occupations

3. Surveys various occupational establishments in relationship to three types of cultural needs

   3.1 Identifies those occupational establishments concerned with the replenishment of culture
   3.2 Identifies those occupational establishments concerned with the management and maintenance of culture
   3.3 Identifies those occupational establishments concerned with the transmission of culture

B3. Assuming increased responsibility for own actions. Awareness of individual responsibility for one's activities acquired in the previous stage now gives way to greater independence and a certain degree of authority to make decisions for oneself. Antholz states, "He has developed a sense of agency: He knows he can master parts of his environment."[21] The cultural desirability of extending a child's sense of agency has been emphasized by Havighurst: " . . . every society recognizes the growth of personal independence and initiative as desirable during middle childhood. The American society sets greater store than most by personal independence and starts training for independence at a relatively early age."[22]

1. Shows awareness that he is in charge of becoming himself
    - 1.1 Explains source of responsibility for own behavior
    - 1.2 Identifies ways to take responsibility for own behavior
    - 1.3 Identifies times in daily life for making own decisions
    - 1.4 Proposes why only the individual can develop own potentialities
2. Demonstrates awareness of individual responsibility for orderly development
    - 2.1 Recognizes that the future is built on the present
    - 2.2 Lists ways in which individual actions can affect progression toward a preferred goal
    - 2.3 Assumes personal responsibility for the consequences of his choices
    - 2.4 Relates the importance of education to planning one's own future

3. Demonstrates an awareness of the continuing process of change that characterizes maturation

    3.1 Describes a number of ways of "growing"
    3.2 Identifies commonalities in individual growth and development
    3.3 Differentiates own patterns of growth and development from others
    3.4 Recognizes that someday an occupational choice will have to be made
    3.5 Recognizes that life in the future will probably require continuing education and training
    3.6 Identifies the wide range of factors that influence growth and development

4. Engages in a wide range of occupationally related and leisure activities

    4.1 Participates in activities to test goals and aspirations
    4.2 Plans experiences in and out of school to capitalize on strengths and to strengthen weaknesses

B4. Applying decision-making and classification skills. Learning how to meet change, to adapt to it, to acquire the new skills demanded by occupational change, must begin early in the child's education. Students in grade six face at the end of the school year an important change -- transfer to junior high school. Increasingly they are looking beyond their immediate world. The changes that are taking place become more significant in their conscious behavior. Therefore, it is important for children in the later elementary school years to develop behaviors and make decisions which will provide them with the greatest potential for occupational fulfillment under varied circumstances.

1. Interprets why and how decisions are made

    1.1 Explains what is meant by a goal-directed decision
    1.2 Explains what is meant by a chance decision

   1.3 Identifies five recent decisions he/she has made
   1.4 For such decisions, differentiates between goal-directed and chance behaviors
   1.5 Discusses the results of goal-directed decisions
   1.6 Discusses the results of chance decisions

2. Understands the nature of information-seeking skills

   2.1 Identifies three basic aspects of information-seeking: (a) asking appropriate questions, (b) determining completeness of information, and (c) determining accuracy of information
   2.2 Explains the difference between a restrictive question and a divergent question
   2.3 Illustrates the consequences of not having complete information
   2.4 Illustrates the consequences of not having accurate information

3. Applies understanding of information-seeking skills to own career development

   3.1 Provides examples to illustrate relevant questions related to educational and occupational planning
   3.2 For such questions, decides the extent to which they are restrictive
   3.3 For such questions, states them in such a way as to provide complete information
   3.4 For such questions, states them in such a way as to provide accurate information
   3.5 Discusses the benefits of using information-seeking skills in decision-making

B5. Developing desirable social and work relationships. This goal relates very closely to B1 and is concerned with developing greater "social self" awareness. Self-understanding is nourished and enhanced by impressions or reflections of self received from others. Conversely, self-understanding contributes to the development of desirable social relationships. Turner maintains that the ability to communicate and cooperate with others is facilitated in proportion to the degree that individuals understand themselves.[23]

1. Shows awareness of the nature of group membership

    1.1 Illustrates typical characteristics of family, play, and classroom groups
    1.2 Explains how group pressure can influence individual development both positively and negatively
    1.3 Identifies advantages of group problem solving
    1.4 Recognizes the need for group members to feel secure
    1.5 Recognizes that group cohesiveness requires effort to develop
    1.6 Recognizes that group skills must be learned experientially

2. Demonstrates awareness of a "social self"

    2.1 Identifies ways he/she relates to other persons
    2.2 Attempts to characterize self as others see him/her
    2.3 Expands his/her capacity to understand the feelings of others
    2.4 Describes how a better understanding of self leads to better relations with others in group activities

3. Shows awareness of the differences which exist between individuals and between groups

    3.1 Explain how "dislikes" develop, e.g., imitation, feelings of frustration
    3.2 Illustrates how people express dislikes about groups with which they are unfamiliar
    3.3 Describes how stereotypes develop
    3.4 Distinguishes between inherited and learned differences
    3.5 Differentiates among: prejudgment, prejudice, and stereotype

B6. Developing work attitudes and values. During the previous state, the child manifests work attitudes and values by taking the role of various workers. As children become better able to conceptualize, their basis for choice becomes more rational. "Since living requires choosing between values, which are more or less desirable objects or modes of action, and since many important life situations require a choice between two or more values, the growing child must develop a scale of values which will enable him to make stable choices and to hold himself to these choices."[24] According to Antholz, if the value of work is not internalized, it becomes very difficult for the individual to achieve self-direction.[25] The probability that an individual will work only because and when others want him or her to work remains high. This, in turn, has a deleterious effect on the individual's ability to achieve the discipline of work or a positive self-concept.

1. Shows awareness that individuals have different attitudes and values toward the same occupation

    1.1 Identifies work task which classmates share in common
    1.2 Describes why he/she likes or dislikes that task
    1.3 Compares own response to those of classmates to observe differences in attitudes and values
    1.4 Discusses why differences of opinion should be respected

2. Shows awareness of the prevalence of different life-styles and values

    2.1 Describes in own words what is meant by "life-style"
    2.2 Provides examples to illustrate different life-styles
    2.3 From among examples, identifies own preferred life-style
    2.4 Compares own life-style preference to those of classmates
    2.5 Discusses similarities and differences in life-style of persons having the same occupation
    2.6 Discusses why differences in life-styles should be respected

3. Shows awareness of inequities related to the occupational roles of women

    3.1 Identifies occupations which are predominantly male
    3.2 Selects one male-dominated occupation and describes the work requirements of it

3.3 Describes whether male dominance in the occupation studied is justified on the basis of work requirements

3.4 Accepts or rejects the statement that women have been discriminated against in some occupations

Summary

This chapter has presented an elementary career education curriculum model adapted from Bailey and Stadt.[26] The purpose has been to acquaint the reader with the psychological nature of children at the primary (Awareness Stage) and intermediate (Accomodation Stage) levels. For each stage, six developmental tasks are stated as broad goals which are considered to be desirable student learning outcomes for these stages. It should be further noted that the goals are cumulative. That is, Goal B1 builds on A1, B2 expands A2, and so forth. Later, it will be shown how these goals and subsequent objectives can provide the basis for the development of career education instructional units and lessons.

References

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[4] R. Formanek and G. Morine, "Categorizing in Young Children: Two Views," in Binter and Frey, eds., The Psychology of the Elementary School Child pp. 146-158.

[5] Vinacke, pp. 135-145.

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[10] G. E. Hill and E. B. Luckey, *Guidance for Children in Elementary Schools* (New York: Appleton-Century-Crofts, 1969), p. 14.

[11] R. J. Havighurst, *Human Development and Education* (New York: David McKay, 1953) p. 31.

[12] Hill and Luckey, p. 16.

[13] G. R. Kaback, "Occupational Information for Groups of Elementary School Children," *Vocational Guidance Quarterly*, 14 (1966), 167.

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[16] Vinacke, pp. 142-143.

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[18] Super, p. 18.

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[21] Antholz, p. 30.

[22] Havighurst, p. 39.

[23] Turner, Op. cit.

[24] Havighurst, p. 36.

[25] Antholz, Op. cit.

[26] Bailey and Stadt, Op. cit.

Additional Reading

The following selected references contain discussions of the nature and purpose of career education at various age/grade levels.

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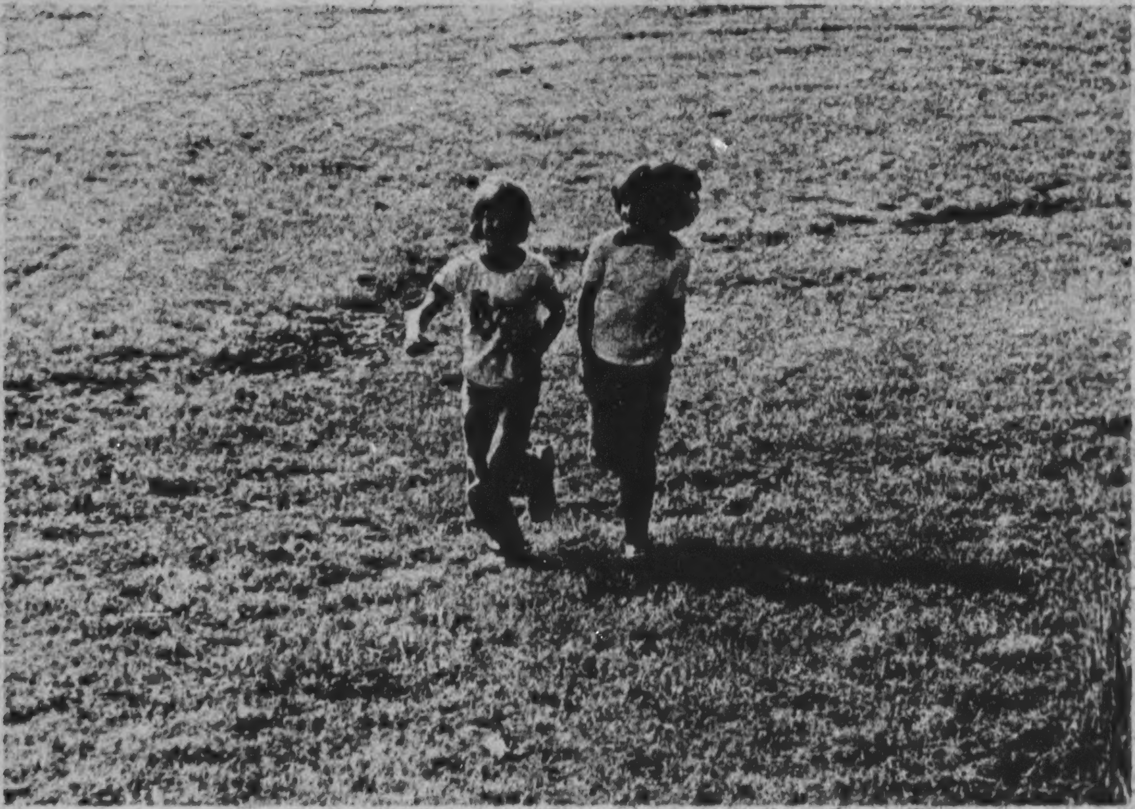
Chapter IV

Career Education for Children with Special Needs: Visually, Hearing and Physically Impaired



Suddenly I realize
That if I stepped out of my body I would break
Into blossom.

James Wright

CHAPTER IV

CAREER EDUCATION FOR CHILDREN WITH SPECIAL NEEDS: VISUALLY, HEARING, AND PHYSICALLY IMPAIRED

Introduction

One measure of the significance of career education for children with special needs is the inclusion of a section on career education in the new edition of Education of Exceptional Children and Youth[1] and the publication of two special issues of Exceptional Children[2,3] devoted to career education. Professionals in special education are becoming increasingly aware of the relevance of career education for children with special needs. Untold numbers of individuals fail to acquire a satisfactory occupational role because of unrealistic aspirations, lack of awareness of available career opportunities, lack of educational and occupational guidance, and related conditions. The promise of career education for children and youth with special needs is well stated by Rusalem and Cohen:

> One of the most exciting aspects of career education for handicapped students is its potential for preventing later vocational adjustment problems. Through intervening in the early school years when ideas, attitudes, and behaviors are just being formulated, educators can help children to learn the values of work and the realities of vocational development before deterrent behaviors become crystallized. In the vocational development of children (as in so

> many other developmental areas), remediation of inappropriate behaviors is far more difficult and far less satisfying for the student than the learning of proper behaviors in the first place. Even in its present evolving state, career education offers exceptional students a unique opportunity to learn it "right" the first time around, thus sparing themselves and their families unnecessary concern and frustration and long-term vocational retardation.[4]

The purpose of this chapter will be to summarize some of the special needs of these three groups of children (visually, hearing, and physically impaired) and relate these needs to career development objectives and to career education methods, activities, and instructional materials. This chapter will be a useful review for the special teacher of children with special needs as well as the regular classroom teacher who may have a number of these children "mainstreamed" in an existing classroom.

The career education curriculum model discussed in the previous chapter will be used as a basic point of departure. That is, given the career development purposes, goals, and objectives presented in Chapter III, an attempt will be made to discuss how this model may need to be adapted for use with the special needs learner. It will be obvious to the reader that the six types of learning outcomes which are recommended for career education are ones which are relevant to the personal, educational, and occupational development of all children.

The Visually Impaired

For the general purposes of this handbook, the term "visually impaired" refers to children with a range in degree of sightedness from those with little or no useful vision (the blind) to those who have limited vision even after correction (the partially seeing).

For the blind child, aural and tactile aids are used as important avenues of learning. In addition, oral, kinesthetic, and olfactory cues may be used to supplement learning. Educational materials for the most part are in tactile and recorded form.

For the partially seeing child, adaptations in instructional materials such as large print or magnification may be needed. However, some partially seeing children are able to read regular print satisfactorily. Though partially seeing children generally rely on vision as their main avenue of learning, they, too, may need aural and tactile aids from time to time. Oral, kinesthetic, and olfactory cues also may be used individually to supplement their learning.

Individual assessment of the blind and partially seeing child's visual functioning and efficiency needs includes, assisting the child to use remaining vision, if any, to advantage and when it is more efficient to do so, using alternative techniques to visual learning.

Regardless of "how" or "if" children see, they have the same basic needs as their peers. Physical, mental, social and emotional growth, and development processes for visually impaired children are both similar to and different from those for others. Since growth is sequential, with identifiable stages, it is similar for all children. Since children progress at their own individual rate, with their unique needs, development is different for all children. No process occurs in isolation; all are interrelated; all influence one another.

While visually impaired children may be unaffected by the vision impairment, they cannot remain unaffected by the attitudes of other children and adults. They need to feel that they belong to and are participating members of their peer group, assuming responsibility for themselves commensurate with their age. They need the continuing opportunity to grow and function independently, observing the same standards established for their peers.

Although visually impaired children may use different methods and alternative techniques, they should be given the opportunity for total involvement in the acquisition of skills and knowledge relevant to their personal needs.

"Characteristics of the Visually Impaired

"In a typical school classroom, there will be a wide variance in the size, shape, looks, ability, and emotional composition of the children. Some will be tall, others short; some heavy, some thin; some quick, some slow; and some docile, others aggressive. The one common thread which runs throughout is that every child is an individual and will learn at his own rate. Such is true of a child who may perhaps be disabled because of a visual impairment. He, too, will have the same types of needs, joys, fears, and apprehensions as other children his age. His frustration level may or may not be related to his visual impairment; therefore, it would be erroneous to assume that every unacceptable behavioral characteristic which the youngster displays is directly attributable to his visual impairment.

"The October 1963 issue of the New Outlook for the Blind, published by the American Foundation for the Blind, featured the following quotation from Pierre Villey: 'Before anything else, it is necessary to establish the fundamental truth that blindness does not affect the individuality, but leaves it intact ... no mental faculty of the blind is affected in any way.'

"However, the negative attitudes of the seeing which result in feelings of aversion and/or avoidance tend to create problems for the visually impaired. While the blind person may be unaffected by the blindness, he cannot remain unaffected by negative attitudes of seeing persons toward him. It should also be pointed out that if visually impaired children face overprotection, rejection, frustration, and fatigue, it could lead to deviant patterns of behavior. Therefore, it is not the impairment, per se, but instead society's reaction to the child that influences how he may react.

"Although the evidence is far from conclusive, there are indications that social and emotional problems of the partially seeing may be even more severe than those of either the normally seeing or the blind. A recent study (Bateman, 1964) done with visually impaired children showed that the group with a moderate defect was found to be the least socially accepted by their normally seeing peers while those with the most severe defects were the best accepted.

"The visually impaired child is a child who may meet additional frustrations due to society's reaction to him. His ability to cope with those frustrations and to deal with them in a socially accepted manner will be enhanced by the understanding and help he receives from his teachers and his peers. School personnel are in a position to influence both atmosphere and attitudes. Providing for the visually impaired child will automatically become a part of providing the best climate for each child when individual differences are recognized."[5]

Additional Reading

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Hearing Impaired

Children with impaired hearing, whether deaf or hard-of-hearing, often have extreme educational limitations imposed on them because of the interference of hearing loss with the learning process and with environmental sounds. Of particular severity is the inability of young children to learn their native language and all related communication skills of reading, writing, thinking, and speaking--a situation which greatly restricts their learning and living throughout their entire lives. In part because of its invisible nature, the severity of this problem in children and the need for early intervention is rarely understood by hearing people. Only recently a national conference on hearing impairment in children equated it in magnitude and severity with the critical health problems of heart disease and cancer.

In describing hearing loss, it is often categorized by degree of severity in the speech range as slight, mild, moderate, severe, and profound. However, because of the influence of certain variables such as age of onset, type of hearing loss, and time lag before appropriate medical, audiological, and educational care were provided, there is a wide variation in the effects on each child. For our purpose, a functional educational definition is used as follows:

-- Children referred to as deaf are those whose hearing loss occurred early in life and is of such severity as to prevent hearing the spoken word well enough to learn conversational language even with a hearing aid.

-- Children referred to as hard-of-hearing are those whose hearing, while limited, will permit training and utilization of hearing as the main channel for learning spoken language, but a hearing aid may be necessary.

Included in this Career Project is any hearing impaired child (deaf or hard-of-hearing) in need of special educational services. In a culture where verbal and written communication is considered a major attribute to intelligence and success, a hearing handicapped child cannot be considered just a "normal child with a hearing loss."[6] Hearing loss can permeate not only all aspects of a child's education but it also deprives the child of environmental sounds as clues to life's activities, safety features, and enjoyments. Despite these limitations, many hearing impaired children can achieve success, confidence, and enjoyment of life--and it is the intent of this Career Project to give all children an increased opportunity to utilize to the maximum all of their skills and talents.

The following are general characteristics of hearing impaired children which have been excerpted from the available text literature on exceptional children.[7,8]

1. Hearing impaired children are usually able-bodied, often excelling in physical activities, athletics, and sports.
2. Through necessity and training, hearing impaired children are alert to visual impressions, gestures, facial expressions, and visual environmental factors and develop skills in these areas.

3. Usually the most obvious difference in hearing impaired children when compared with normal children is that they talk differently. This speech difficulty is the result of imperfect hearing and not of a defect in speech mechanism or mental capacity and is only secondary to the more encompassing problems of faulty language and limited understanding of communication and skill in its use.

4. A basic tenet of language learning is that language input must precede language output. The sensory deprivation of hearing from the prelingual years is the barrier to language learning, which in turn is the main reason for educational handicap. To demonstrate the severity of the language deprivation and the severity of the long-term educational process of learning one's first language primarily through artificial visual system, the following examples of the written language of deaf children are included:

Child, age 7 years:	I see ball.
Child, age 9 years:	He has a dolls many.
Child, age 11 years:	I see a chair to school.
Child, age 13 years:	A little baby doll sat in an chair and they will go for walking.
Child, age 15 years:	He needs to show another your homes family.
Child, age 17 years:	The boy's wondering to put some furniture on the table.

(Northwestern University Bulletin
Teacher Preparation of Hearing Impaired)

From this, the interference with normal development of language is tragically clear.

5. The average amount of educational retardation of deaf students with average intelligence as evidenced by their reading scores on the Metropolitan Achievement Tests was 88% of the 16-year-olds below grade 4.9 in reading. Furthermore, the average gain between age 10 and age 16 was less than one year (grade 2.6 to grade 3.4) despite intensive effort. Wrightstone, Hard of Hearing Children, shows an average of two or more years retarded in grade level and shows consistent limitation in the language areas with severity in degree of loss. One research study in a public school system showed that children with hearing loss of "moderate" degree averaged 3.9 grades retarded in language. (Stephen Quigley, 1969)

6. The intelligence of hearing impaired children has been studied extensively in the present century to determine if they differ significantly from normal hearing children in this dimension. When nonverbal and performance-type tests are used in place of standardized tests, many of which are highly verbal in content, the deaf are found to approximate very closely the norms for the hearing population.

7. Hearing impaired children may show gross differences in their responses to various sounds. Often this is not due to inattentiveness but to different types of hearing damage needing skilled evaluation and educational management. (Illinois Commission on Children, 1968)

-One type results in reduced LOUDNESS of environmental and verbal conversation sounds. Distance is an important factor in hearing the speaker, since children with a "mild" hearing loss may only hear 3 to 5 feet away under ideal sound conditions and in face-to-face situations; and with "moderate" loss, at a distance of only one foot.

-The other type of loss affects the clarity of speech reception, especially for sibilant consonants, while environmental sounds may remain near normal. Children are often accused of being inattentive or stubborn when in truth the speech they hear is too garbled to understand.

-Frequently, children exhibit a hearing loss that includes both reduced LOUDNESS and CLARITY. Though hearing aids are often provided for children with the various types of hearing loss, the effectiveness is limited and cannot be expected to normalize the effects of a hearing loss. The result is that misunderstanding of the child's problem and mismanagement of educational needs frequently occurs.

8. The hearing impaired child is unable to make full use of standard instructional materials whether in printed form or audio-visual in nature since the written form is too difficult and audio-visual material loses the auditory impact in clarifying meaning.

9. The personality of the child with sensory deprivation may be subject to deleterious development effects. The limitation and constraints imposed by the child's inability to communicate with the family and peers tend to modify and restrict the self-identification of the young child.

10. Emotionally the hearing impaired children up to the age of 15 are approximately 10 percent below the norm in social maturity compared to hearing children. During these years, the greatest task confronting the child is attainment of ability in self-identification and in self-direction. By the age of 21 the degree of social retardation is as great as 15 to 20 percent.

11. Although the hearing impaired children are average in strength, mobility, and intelligence, they have a serious under-employment problem reflecting directly upon their lower educational achievement and difficulty in communication.

Though the characteristics and low achievement described above indicate a severe handicap, it does not mean that hearing impaired individuals cannot support themselves and their families. Some hearing impaired children achieve high academic and vocational levels. It is a challenge to our schools to upgrade our educational programs, acoustic and technical training aids in communication, and to update the training of personnel to more nearly meet the needs of hearing impaired children.

The educational programs must be diversified and individualized to assist all children to gain in confidence, to believe in themselves, to see themselves in relation to their own capabilities and career opportunities, and to understand their own limitations and how to cope with them in the best way possible. It is reasonable to assume that an educational program integrating career education with all other aspects of the curriculum for hearing impaired children would provide the input the learner needs to move toward successful and satisfying adulthood.

Physically Impaired

Whereas children with visual and hearing impairments are affected by one handicap, and differences among them vary only in the degree of the handicap, the child referred to as physically impaired may have many different types and degrees of handicaps. The major primary systemic impairments found in physically handicapped children include: neurological impairments (e.g., cerebral palsy, epilepsy), orthopedic conditions (e.g., congenital amputations, postural foot conditions), abnormal development (e.g., postural defects), muscular system (e.g., muscular dystrophy), cardiovascular system (e.g., congenital heart defect, rheumatic fever), and respiratory system (e.g., cystic fibrosis, asthma).[9] It is difficult to generalize about children with physical impairments. However, for purposes of this section, physical impairments will be used with reference to children having crippling and chronic medical conditions.

Children with crippling conditions and other health impairments who have normal intelligence may be able to participate in a regular school program even though such a condition may interfere with ambulation, movement of the limbs, communication, and social adaptations. Consensus of opinion among educators in special education favors emphasis on normalcy in school placement, programming, and participation if it is deemed to be beneficial to the child. Since physically handicapped children are fundamentally the same as normal children, teachers should provide education based on general child growth and development principles with particular reference to physical movement and experience. Physical independence should be stressed as much as possible, with emphasis on such skills as crutch-walking, wheelchair ambulation, transfer activities, and self-help skills. The curriculum should not differ per se from that of any school in which the teacher has freedom to meet individual needs and utilize materials from children's own experiences.

Following are general characteristics of physically impaired children which have been excerpted from the available text literature.[10,11]

1. These children are individuals with unique personalities, behavior patterns, abilities, and assets, as well as having specific problems related to their disability. What they do have in common is the prolonged abnormal physical condition and its treatment, but, even with a similar medical diagnosis, their reactions will differ. Like all children, this group will display a wide range of intelligence and variety of mental functioning.

2. In general, children with chronic medical problems will fall within the normal intelligence range. However, the restriction of activity that accompanies physical limitations may also limit opportunities to experience social, cultural, and intellectual stimulation, which, in turn, can depress functioning intelligence.

3. In working with a group of children with chronic ailments, teachers may notice certain common factors in personality development. A majority of the children have spent time in hospitals away from home and parents; considerable attention has been focused on their defects and limitations; their activities have been curtailed, thus reducing the opportunities for growth through active participation with other boys and girls; freedom and independence have been difficult to achieve, feelings of inadequacy and uncertainty may have developed.

4. Anxiety and fear may well be expected when children's lives are disturbed by drawn-out disability.

5. Responses to marked deformity may be manifested in a variety of ways. Three stages of usual reaction are: (1) immediate withdrawal, (2) absorption with self, and (3) gradual return to reality. Such positive progression cannot be expected of all children, but used as a classroom guide, they might foster insight and understanding of possible classroom problems. In the regular classroom teachers can help their children understand the handicapped child's problems; and, in so doing, they can influence the attitudes of all the children.

Implications for Career Education

The discussion in this chapter of three categories of children with special needs was undertaken with a view toward developing career education guidelines for such children. The career development purposes, goals, justifications, and objectives provided in Chapter III, and the types of career education materials and activities referenced in Chapter V, will need to be reappraised for possible ommissions or modifications. Following are the implications for career education with respect to meeting the needs of visually, hearing, and physically impaired children.

Visually Impaired

The six types of career development knowledges, attitudes, and skills listed in Chapter III are valid for all children. The greatest potential of career education for the visually impaired child is by way of contributing opportunities for relevance and experiential learning to a curriculum which is often limited only to academic subject matter. For example, as children become aware of various occupational roles in the working world they may develop greater appreciation of the value in learning communication, computational, and thinking skills. The understanding of how interests are related to occupations may help the child discover future career areas in which his or her personal interests can be expressed. Cooperating with other children in simulated work activities can help develop a sense of responsibility and initiative as well as interpersonal skills. These examples illustrate only several of the many ways in which career education can contribute to the growth and development of visually impaired children.

When some visually impaired children are unable to grasp certain concepts such as color or size, the career development objectives based on such abstractions will need to be modified. For example, in developing awareness of self and others, the teacher may need to provide other sensory inputs to substitute for visual observation. An appropriate primary-level learning outcome for career education, and one that is especially applicable to working with the visually impaired child, is developing awareness of self in work and play activities. This objective is functionally achieved in a new program entitled Discovering Self in Work and Play.[12] Materials and activities such as these, in which children identify and analyze what they and others actually do, serves to illustrate how self-awareness can be developed in a variety of ways, some of which may include other than visual observation.

With respect to existing career education curriculum materials, auditory, tactile, and enlarged materials will need to be developed. The task for the teacher in adapting the materials is to make them useful, based on individual needs (i.e., braille, large print, tape, and tactile aids).[13,14]

Hearing Impaired

Since the hearing impaired child often has severely delayed language learning and academic achievement, career development and learning outcomes, such as those advanced in Chapter III for the primary and intermediate grades, may need to be adjusted while fundamentals of communication are being mastered. In the primary grades, the most important role of career education may be to utilize it as an integral part of language learning. The materials and activities of career education are rich with opportunities for sensory stimulation and concrete learning application. In the hands of the skillful teacher, these materials are adaptable to the understanding of hearing impaired children. Variations in their communication system, whether primarily auditory in nature or primarily visual, utilizing finger spelling and signs, make little difference in the adaptation and application of career concepts.

A number of career education materials are currently available which are equally appropriate to language learning, reading comprehension, the language of writing, of speaking and acting-out skills, as are the more conventional language arts materials. The practice of teaching for multiple learning outcomes has not been extensively utilized by teachers. That is, language, reading, and writing objectives such as self-awareness or expressing attitudes and values. Simple exercise of the type contained in ABOUT ME or HIGHWAY TO WORK AND PLAY[15,16] can be utilized in the early development of self-awareness and understanding, decision-making, and valuing at the same time that basic communication skills are being learned.

Since the hearing impaired child is also usually limited in social development and emotional development because of isolation from human communication, career education can contribute significantly to the development of attitudes and skills in these areas. Affective development in career education is of equal importance to cognitive development. Helping children to accept responsibility for their own actions, understand and accept their own strengths and limitations, and to formulate life goals in harmony with their abilities, interests, and values are examples of the knowledge, skills, and confidence so badly needed by the hearing impaired child.

Physically Impaired

The adaptation of previously stated career development objectives and the modification of existing career education materials is probably less necessary for the physically impaired than for the visually or hearing impaired child. However, modifications of the physical environment are essential if each physically handicapped child is to benefit from the experience. Adaptions may have to be made in materials, accessibility, and other architectural features, as well as special devices to enable the physically handicapped child to participate. That is, whereas visually or hearing impaired children suffer handicaps related to the receptive senses (auditory, visual), physically impaired children generally suffer handicaps related to the expressive senses (oral, motoric). According to Connor,[17] the basic tenet of curriculum for children with crippling and chronic medical conditions is that each situation be designed to promote specific activity for each child. Career education can strengthen the curriculum for such children through use of relevant and concrete concepts; through providing opportunities for assuming responsibility; and through activities in which interests, abilities, and values can be discovered and refined.

A great source of motivation in career education is that students become aware of people who are expressing themselves in various occupational roles, as contrasted with the inanimate objects, numbers, and symbols which characterize the more conventional curriculums. Through exposure to people and occupational roles, students learn of the wide variety in abilities and interests which may be expressed in these occupations, and have the opportunity to realistically assess their own abilities in light of their own limitations.

Summary

A basic assumption of career education is that it "...involves a total reorientation of education, focusing on individuals, with career development becoming a central experience in the classroom." If this extremely important and valid assumption is to be met, teachers of career education must be knowledgeable about the growth and development of children with special needs. This chapter has summarized some of the needs of three groups of such children which must be taken into account both in stating intended learning outcomes and in selecting instructional materials and strategies to achieve such objectives.

References

[1] W. M. Cruickshank and G. O. Johnson, eds., "Career Education," in *Education of Exceptional Children and Youth* (Englewood Cliffs, New Jersey: Prentice Hall, 1975), pp. 635-638.

[2] "Career Education for the Handicapped," *Exceptional Children*, 39(8) (1973).

[3] "Career Education for the Handicapped," *Exceptional Children*, 39(9) (1973).

[4] H. Rusalem and J. S. Cohen, "Guidance of the Exceptional Student," in Cruickshank and Johnson, p. 638.

[5] G. Calovini, ed., *Mainstreaming the Visually Handicapped* (Springfield, Illinois: Illinois Office of Education, no date).

[6] C. B. Avery, "The Education of Children with Impaired Hearing," in Cruickshank and Johnson, p. 476.

[7] Avery, pp. 466-507.

[8] F. McConnell, "Children with Hearing Disabilities," in L. M. Dunn, ed., *Exceptional Children in the Schools: Special Education in Transition* (New York: Holt, Rinehart and Winston, 1973), pp. 349-410.

[9] F. P. Connor, "The Education of Children with Crippling and Chronic Medical Conditions," in Cruickshank and Johnson.

[10] Connor, pp. 352-405.

[11] M. I. Wilson, "Children with Crippling and Health Disabilities," in Dunn, pp. 465-530.

[12] "Discovering Self in Work and Play," *Career Development for Children Project* (Bloomington, Illinois: McKnight, 1975).

[13] Calovini.

[14] B. Lowenfeld, ed., *The Visually Handicapped Child in School* (New York: John Day, 1973).

[15] "About Me," Interaction: A Student-Centered Language Arts and Reading Program (Boston: Houghton Mifflin, 1973).

[16] Highway to Work and Play (Bloomington, Illinois: McKnight, 1974).

[17] Connor, p. 435.

Chapter V

Career Education Resources

No man can reveal to you aught but
that which already lies half asleep in the
dawning of your knowledge.

Kahil Gibran

CHAPTER V

CAREER EDUCATION RESOURCES

Introduction

One of the remarkable characteristics of career education has been the tremendous explosion in the number and type of career education texts; commercial curriculum materials; products from state and federally-funded research, development, and exemplary projects; journals; newsletters; and the like. A listing of such products alone would require in excess of 100 pages. Obviously, such an approach is neither feasible nor desirable. The better approach is to provide the reader with access to the "tools" of career education, i.e., the resources and services of individuals and agencies which have compiled and/or continue to monitor and disseminate information about career education. Reference to selected career education texts and journal articles has been provided at the end of previous chapters and will not be repeated here. The remainder of this chapter identifies and briefly discusses resources and services with which practitioners in career education should be familiar.

Educational Resources Information Center (ERIC).

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. Publications which have been processed into the ERIC system are announced in two monthly publications:

1. Resources in Education (RIE). This publication provides access to the research and development literature in education.
2. Current Index to Journals in Education (CIJE). This publication indexes journal articles from over 700 periodicals.

Both of these publications are available in most university libraries and state departments. Publications announced in RIE may be purchased from the ERIC Document Reproduction Service (EDRS) in either "paper" or "microfiche." Information for ordering documents may be found in the back of any monthly issue of RIE. CIJE documents are not available from EDRS.

ERIC Clearinghouse in Career Education

One of the 16 ERIC clearinghouses is devoted to career education (CE). ERIC/CE is concerned with collecting and disseminating information related to vocational and technical education, adult and continuing education, and career education. ERIC/CE publishes two primary types of information products.

1. Information Series. These are short monographs written or commissioned by ERIC/CE staff on timely subjects such as "The Continuing Education Unit" and "The Computer and Guidance in the United States: Past, Present, and a Possible Future."

2. Informal Bibliography Series. Each informal bibliography is based upon an exhaustive computer search of RIE and CIJE and is usually 40 to 80 pages in length. The price of each bibliography is $1.00.

For a small fee, ERIC/CE will conduct a computer search on any topic of interest to the user. Currently, 40 informal bibliographies are available for purchase. New titles and revisions are continually being added. Information on ERIC/CE publications and services are available from:

Eric Clearinghouse in Career Education
204 Gabel Hall
Northern Illinois University
DeKalb, Illinois 60115
Phone: 815-753-1251

Career Education Bibliographies

The following references contain hundreds of entries related to career education theory and rationale (texts, monographs, journal articles) and research, development, and exemplary programs (Vocational Education Part C and Part D projects). An abstract which summarizes the contents of each publication is available in relevant issues of *Resources in Education*.

A First Step Toward Career Education. A Project to Identify, Compile, Catalogue, Analyze, and Assess Past and Present Career Education Efforts to Support Comprehensive Career Education Model I Objectives, Volume I and Volume II-Appendices. Scottsdale, Arizona: Palo Alto Education Systems, 1972. (ED 060 224)

Astin, H.S. et al. Women: A Bibliography on Their Education and Careers. Washington, D.C.: University Research Corporation, 1971. (ED 056 271)

Bailey, L.J. Facilitating Career Development: An Annotated Bibliography. Springfield, Illinois: State of Illinois, Division of Vocational and Technical Education, 1970. (ED 042 217)

Bailey, L.J. Facilitating Career Development: An Annotated Bibliography, II. Carbondale, Illinois: Southern Illinois University, February, 1974. (ED 092-674)

Begle, E. et al. Career Education: An Annotated Bibliography for Teachers and Curriculum Developers. Palo Alto, California: American Institutes for Research in Behavioral Sciences, 1973. (ED 073 297)

Career Education, an ERIC Bibliography. New York: Macmillan Information, 1973.

Dunn, J.A. et al. Career Education: An Annotated Bibliography for Teachers and Curriculum Developers. Palo Alto, California: American Institutes for Research, 1973.

Mathieson, M.B. An Abstract Bibliography of Teacher Education Programs: Part I of the ERIC Clearinghouse on Teacher Education Project on Career Education. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1972. (ED 067 382)

Mathieson, M.B. A Bibliography of Bibliographies on Career and Vocational Education: Part II of the ERIC Clearinghouse on Teacher Education Project on Career Education. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1972. (ED 067 387)

Morgan, R.L. et al. Synopses of Selected Career Education Programs: A National Overview of Career Education. Raleigh, North Carolina: North Carolina State University, Career for Occupational Education, 1972. (ED 063 461)

Nash, R.J. and R.M. Agne. Career Education-a Humanistic View (Part 3 of the ERIC Clearinghouse on Teacher Education Project on Career Education). Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1973. (ED 071 995)

Peterson, M. et al. Bibliography of K-6 Career Education Materials for the Enrichment of Teacher and Counselor Competencies (ETC. Project). Charleston, Illinois: Eastern Illinois University, Center for Educational Studies, 1972. (ED 073 287)

Reynolds, W.E. A National Annotated Bibliography of Curriculum Materials in Vocational and Career Education. Springfield, Illinois: Illinois State Board of Vocational Education and Rehabilitation; 1974. (ED 090 442)

Career Education Curriculum Materials

Hundreds of commercial and non-commercial curriculum materials have been produced in career education during the last five years. In an attempt to provide access to such materials, the National Institute of Education (NIE) has funded a research project to compile and publish a compendium of career education materials. The compendium, entitled Selection and Evaluation Tools (SET), was completed in August 1975. The SET consists of two volumes:

Volume 1: How to Select and Evaluate Instructional Materials

Volume 2: 750 Analyses of Prescreened Materials.

Information related to these two publications can be obtained from:

EPIE Institute
463 West Street
New York, N.Y. 10014

In addition to the above project, NIE has also funded a project with Abt Associates, 55 Wheeler Street, Cambridge, Massachusetts, 02138 to develop the following publications:

1. Three Career Education Activities Catalogs for Teachers
2. Case Studies of Career Education Programs.

These products were also completed in fall, 1975. Inquiries should be addressed to the developer.

Part of the national survey and assessment of career education, which is being conducted by the American Institutes for Research (see Chapter II), will include an up-date of both commercial and non-commercial career education materials with particular emphasis given to race and sex stereotyping and provisions for the handicapped. To obtain information about the final report, write:

Office of Career Education
7th and D Streets, S.W.
Washington, D.C. 20202

Several texts are currently available which also contain information on curriculum materials as well as instructional strategies for career education. They include:

Campbell, R.E., G.R. Walz, J.V. Miller, and S.F. Kriger. Career Guidance: A Handbook of Methods. Columbus, Ohio: Charles E. Merrill, 1973.

Drier, H.N. Jr., ed. Career Development Resources: A Guide to Audiovisual and Printed Materials for Grades K-12. Worthington, Ohio: Charles A. Jones, 1973.

National Journals and Newsletters

For the person who is interested in regularly monitoring career education activities, subscribing to the following publications is recommended. The first publication is a newsletter providing up-to-the minute information about career education activities on the national level. Career Education Digest articles are primarily written for the practitioner. The third publication is devoted to scholarly articles and issues in career education.

Career Education News is published on the 1st and 15th of every month, September through June, and on the 15th of July and August by McGraw-Hill Institutional Publications, 230 West Monroe Street, Chicago, Illinois 60606

Career Education Digest is published 12 times yearly by Education Properties Incorporated at 3001 Redhill Avenue, Esplanade 3, Suite 220, Costa Mesa, California 92626

Journal of Career Education is published quarterly by the College of Education, University of Missouri-Columbia, Columbia, Missouri 65201

State-Level Career Education Clearinghouses

A small number of states have established their own clearinghouses on career education in order to serve their local projects. As a rule, these clearinghouses contain within-state and national commercial/non-commercial items. Staff development materials and project descriptions are also frequently available. Both printed and audio-visual materials are contained in these collections. Some of the more extensive collections are listed below. Out-of-state persons can receive only very limited assistance from these clearinghouses as they are essentially set up for in-state operations.

Arizona:
Ms. Mary Allshouse
Career Education Clearinghouse
State Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

Florida:
Ms. Maggie Winkler
Career Education Center
Johnston Building
415 North Monroe
Tallahassee, Florida 32301

'iana:
Dr. Gerald Dudley
Director, Indiana Career Resource Center
1204-09 South Greenlawn Avenue
South Bend, Indiana 46615

New Jersey: Occupational Research and Development
Resource Center
Building 871
RMC
Plainfield Avenue
Edison, New Jersey 08817

National Network for Curriculum Coordination in Vocational and Technical Education

The six curriculum management centers below serve educators in their geographic regions by conducting curriculum research and development activities and providing information about curriculum materials in vocational and technical education and in career education. These centers are funded under Part I of the Vocational Educational Amendments of 1968.

Directors of the Curriculum Laboratories	*Serving*
Mr. William E. Reynolds Director Curriculum Management Center Division of Vocational-Technical Education 1035 Outer Park Drive Springfield, Illinois 62706	Indiana, Michigan, Minnesota, Wisconsin, Illinois, Ohio, D.C., Delaware, Maryland, Pennsylvania, Virginia, West Virginia.
Dr. Joseph Kelly Director Curriculum Management Center Division of Vocational Education 225 West State Street Trenton, New Jersey 98625	Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Vermont, New Jersey, Rhode Island, Virgin Islands.
Mr. Ron Meek Director Curriculum Management Center State Department of Vocational and Technical Education 1515 West 6th Avenue Stillwater, Oklahoma 74074	Arkansas, Kansas, Missouri, Nebraska, New Mexico, Texas, Oklahoma, Louisiana, Iowa.

Mr. James L. Blue Director Curriculum Management Center Washington State Coordinating Council for Occupational Education 216 Old Capital Building Olympia, Washington 98504	Alaska, Idaho, Montana, Oregon, Wyoming, Utah, Washington, Colorado, North Dakota, South Dakota.
Mr. James Lynn Department of Education 721 Capital Mall Sacramento, California 95814	American Samoa, Arizona, California, Guam, Hawaii, Nevada, Trust Territories of Pacific.
Dr. James E. Wall Mississippi State University Research and Curriculum Unit Drawer JW Starkville, Mississippi 39762	Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee.

National Career Information Center (NCIC)

The National Career Information Center is sponsored by the American Personnel and Guidance Association. It was created to serve the counseling profession. Its mission is that of providing information about resources, tools, and techniques that will keep the practitioner abreast of the ever-changing occupational and educational world. A newsletter, INFORM, is published monthly except June and July. Subscribers also receive the CAREER RESOURCE BIBLIOGRAPHY. Inquiries should be addressed to:

National Career Information Center
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Vocational Education Research Centers

Funding for two vocational education research centers has been provided for by the Vocational Education Act of 1963 and 1968 Amendments. Both of these centers are actively engaged in career education - related activities.

The Ohio State Center

Ohio State is the larger of the two centers and likewise has produced a greater volume of materials of interest to career education. Many types of career education products are available, including teacher's guides and staff development materials. A complete listing of such products may be obtained from:

The Product Utilization Section
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

The North Carolina Center

A variety of materials has been developed by the National Center for Occupational Education. A seven-volume monograph series is one of several career education products available. A publication list is available from:

National Center for Occupational Education
North Carolina State University at Raleigh
P. O. Box 5096
Raleigh, North Carolina 27607

Summary

A traditional problem in education relates to narrowing the gap between knowledge production and knowledge utilization. The case of career education is a classic example. The body of literature on career education theory, rationale, research, programs, and materials has been shown to be comprehensive and ever growing. While the literature has not been addressed to the needs of exceptional children to the extent that may be desired, that which is presently known is sufficient to initiate sound conceptual and operational programs for such students. It is hypothesized that advancements in the scope and quality of career education for exceptional children will occur at a rate proportionate to the extent that practioners master the knowledge base in the field. It is intended that this section will help the teacher of exceptional children to better search out solutions to conceptual and operational problems related to career education and exceptional children.

Chapter VI

Curriculum Planning for Career Education

I am only one,
But still I am one.
I cannot do everything
But still I can do something;
And because I cannot do everything
I will not refuse to do that something that I can do.

Edward Everett Hale

CHAPTER VI

CURRICULUM PLANNING FOR CAREER EDUCATION

Introduction

It will be recalled from the early part of Chapter III that a distinction was made between career development ends and career education means. The remainder of Chapter III was devoted to a discussion of the purpose, goals, and objectives (ends) of career education at the elementary school level. Chapter IV went on to discuss the characteristics of handicapped children which need to be taken into account in using and/or adapting career education curriculum models with such children.

In Chapter V, the reader was acquainted with the sources of career education materials and methods (means). The present chapter is devoted to explaining how to bring ends and means together by developing instructional lessons and units. This chapter has been entitled "curriculum planning" rather than "curriculum development." It has been demonstrated in Chapters III and V that career development curriculum models and career education instructional materials are sufficiently comprehensive to initiate programs without further delay. The role of the teacher in career education is best characterized as a curriculum planner who organizes and implements (as opposed to develops) curriculum.

Principles of Curriculum Planning

In a recent publication Bailey discussed the processes and principles of curriculum development.[1] Based on his 14 principles of curriculum development for career education, the following principles of curriculum planning can be extracted:

1. A curriculum model should be employed which clearly states the basic purpose of the curriculum in terms of its long-range learner effects.

2. The curriculum should have stated goals and objectives in terms of desired learning outcomes.

3. The structure and organization of learning outcomes should take into account the developmental capabilities, interests and limitations of students at various age-grade levels.

4. The instructional content of the curriculum should consist of a wide array of topics, activities, and materials which are intentionally selected to facilitate the desired learning outcomes.

5. The preparation of learning units and lessons should be based upon tested theories and principles of teaching and learning.

Specifications of Goals and Objectives

Assuming the validity of the previous curriculum planning principles, such principles can now be applied to the organization and implementation of career education activities for handicapped children. Principles 1, 2, and 3 seem to have already been provided for. That is, the career education curriculum model discussed in Chapter III has been independently evaluated by Cole and judged to be valid in its present stage of development.[2] Principle 4 has also been provided for in the sense that Chapter V has demonstrated the comprehensiveness and availability of a wide variety of career education topics, activities, and instructional materials. The remainder of the chapter is concerned with demonstrating how to achieve career education curriculum planning principle number 5.

According to Krathwohl[3] and Cole,[4] curriculum planning involves the process of moving through descending abstractions from very general and global statements of desired program behaviors to intermediate-level statements which indicate the building blocks from which the program will be constructed. Several levels of description are necessary to judicious planning of education processes. It is very important that a curriculum have a network of logically related objectives. The three levels of generality recommended by Krathwohl and Cole are shown in Figure VI-1. A discussion of these levels follows:

> A. At the first and most abstract level are the general statements most useful in the development of programs of instruction or the laying out of types of courses and areas to be covered. These are goals toward which several years of education might be aimed. There should be relatively few of these objectives. Their purpose is primarily to inform and influence. They should reflect and be consistent with statements which describe the program's values and assumptions about basic theoretical issues.
>
> B. The second and more concrete level helps to analyze broad goals into more specific ones which are useful as the building blocks for instructional units. The second type of objectives should be greater in number and specificity. They should define areas of competence, perhaps as clusters of process skills which are quite performance-specific but situation-generalizable.
>
> C. Third, there is a level needed to create instructional materials. These types of objectives should be large in number and quite highly performance- and somewhat more situation-specific. They should be viewed as a sample of a given number of possible objectives within a universe of acts or performances which might reasonably be inferred to foster the intermediate and global objectives.

Generality	Application	Example
Goals--to inform and influence	Development of programs of instruction for several years of education (e.g., K-3, 4-6)	A1. Developing awareness of self
General objectives--defining areas of competencies	Building blocks for instructional units	1. Forms generalizations about self
Specific objectives--large in number and quite performance- and situation-specific	For creating lessons and instructional materials	1.4 Recognizes uniqueness of own self

Figure VI-1

Relationships Among Three Levels of Career Development Objectives

Also shown in Figure VI-1, in the third column, is an example of how one curriculum goal for career education could be evolved into general and specific level objectives. The specific level objective is the one with which the practitioner is primarily concerned. We can now proceed to show how specific level objectives can be facilitated through the selection of appropriate instructional materials and through the implementation of a systematic, four-step process of instruction.

Lesson Planning For Career Education

In Chapter III, 12 goals for career education K-6 were identified and justified (six each for K-3 and 4-6). Next, selected general and specific level objectives were stated for each of these 12 goals. These objectives will serve as a point of departure in preparing lesson plans to facilitate student learning outcomes.

A blank lesson plan form is contained in Appendix A. A complete sample lesson plan is also contained in Appendix A. Study these two forms briefly before continuing this chapter.

Note that the sample lesson plan is related to the broad Goal A1: "Developing Awareness of Self." The goal is suitable for students in grades K through 3. One of the general objectives for the goal is that the student "forms generalizations about self." This objective constitutes a broad class of knowledge and competencies. That is, there are many ways by which one can "form generalizations about self." This general objective is suitable for a comprehensive instructional unit composed of several more specific objectives and lessons. One of the specific objectives related to this general objective is that of "recognizes uniqueness of own self." This specific objective is developed by the material and activities contained in the lesson plan illustrated in Appendix A.

To begin lesson plan preparation, write the specific objectives to be developed on the page under "Specific Objective(s)." Keep in mind that the number of specific objectives that can be stated is virtually infinite. The actual number of objectives to be developed in one lesson plan will be dependent on the maturation and grade level of the particular students being instructed. Also keep in mind that the objectives contained in Chapter III are only a representative, and not exhaustive, list. Additions, deletions, or modifications of the objectives may be made to meet the needs and psychological characteristics of the students present.

The discussion of objectives here has been to reinforce a basic tenet of curriculum, that is, "Objectives should be stated prior to the selection of instructional materials and learning strategies." It is now appropriate to deal with the latter.

After the objectives to be developed have been stated on the lesson plan, the next step is to select (or develop) the instructional materials to be utilized. This step is done under the assumption that Chapter V has been mastered, and that the reader is acquainted with the available types of instructional materials for career education. By way of example, the lesson plan in Appendix A utilizes a commercial filmstrip and workbook. These two types of materials provide the basis for the activities in the lesson and are supplemented by teacher-developed activities. The point to be made in the selection and development of learning materials and activities is that multiple learning activities and contexts should be used in instruction. This characteristic of lesson planning helps to assure that students master the objective and can apply the knowledge or skill in a future learning situation. The actual steps involved in instruction are discussed next.

Four-Step Teaching Method

Once the objectives for a lesson plan have been identified and the materials to be used have been selected, the methodology for conducting the lesson can be outlined. The second page of the blank lesson plan in Appendix A will be used for this purpose. Even though lesson plan development may appear to be complex and time consuming, the teacher can appreciate that the long-term advantages outweigh the disadvantages. The facilitation of career development concepts and skills is too important to be left to chance. Lesson plan development helps to assure that the objectives of instruction are being met.

The approach used here is a simple and direct analysis of the teaching act. It may serve as a model of teaching for kindergarten, secondary school, university level, or elsewhere. The following discussion is relevant to all kinds of teaching. For purposes of illustration, however, it deals with teacher-directed instruction.

The four steps of the teaching process are: PREPARATION, PRESENTATION, APPLICATION, and EVALUATION. This four-step outline of the teaching process was originated in Germany by Herbart in the early 1800's. Over the years, the idea that teaching is essentially preparation, presentation, application, and evaluation has been alternately praised and condemned. Today, many prominent younger educational psychologists are again emphasizing the validity of this description of the teaching act. Although it has suffered some severe criticisms, this four-step analysis is once again finding wider acceptance. It may appear as three to six steps, and the steps may be labeled differently (such as "systems approach"), but the underlying idea remains the same.

Preparation Step

Preparation here refers to preparing the learner to receive the instruction. A basic principle of learning is that students must have a need (i.e., readiness) for acquiring the specific information or skill to be taught. Students may already possess readiness or they may need to be motivated. The preparation step may be accomplished by one or more of the following:

1). Students should be provided with an explanation of why the information or skill is important for them to learn. Avoid phrases such as, "Today we are going to talk about...." Rather, introduce lessons along the line of, "Someday each of you will need to choose what type of career you are going to pursue. One way to help prepare to make that decision is to learn...." The latter type of approach will help students to understand the significance of the lesson to be taught.

2). In order for learning to take place, students must be both psychologically and physically at ease. The previous example is of the type designed to motivate students and to put them more at ease psychologically. With respect to providing the students' physical needs, suffice it to say that the teacher should do whatever is necessary by way of making the environment and surroundings conducive to learning.

3). Another technique to prepare the learner is to teach from the known to the unknown. For example, a new lesson (unknown) should begin with the teacher explaining how previously learned material (known) relates to the new lesson. In this way students are helped to continue development of the knowledge and skill base already acquired.

Presentation Step

In this step the primary learning strategy is directed, be it by demonstration, film group discussion, simulation, or other technique. The learning content should relate specifically to the performance objective which was stated as the outcome for the lesson. That is, if the objective is concerned with having students "identify their physical characteristics," then the presentation step should introduce and develop this concept.

Whereas the preparation step is based on the learning "principle of readiness," the presentation step is based on the learning "principle of effect." The principle of effect means that students have a need to be successful. Proper and effective presentation helps the learner to experience success. Further, success needs to be rewarded. Following are techniques which should be used to assure that the students successfully learn the concept or skill being taught:

1. Involve as many of the senses as possible. This is obviously crucial when dealing with students who have impairments of one or more senses.
2. Proceed from simple to complex. Proceed in a logical, systematic fashion, e.g., tell - show - demonstrate - illustrate - question.
3. Instruct slowly, clearly, and patiently. Students take five to ten times as long to acquire a concept or skill as an experienced person.
4. Pause at intervals and ask questions to determine whether students are developing the desired outcome. Remember, telling is not synonomous with learning.
5. Always recapitulate. At the end of the presentation, review and summarize the significant procedures and concepts in the lesson.

Application Step

After students have been prepared to receive the instruction and have been presented the concept or skill, opportunities to apply what has been learned must be provided. Research conducted on retention reveals that up to 80% of what has been learned one day is forgotten by the second day! This is not a casual observation. Rather, research on retention has been repeated over and over with the same consistent conclusion that forgetting takes place very rapidly at first and then slower and slower as time passes. To help students master and retain the desired concept or skill, the following techniques should be employed:

1. Practice in applying the concept or skill should begin as soon as possible after instruction. In actual practice, the presentation and application steps should probably be combined. That is, let the learner do as much as possible while the lesson is being presented.

2. Consider having students do as much of the teaching as possible. Again, research has shown that students who teach other students learn as much as or more than when they are taught by a teacher.

3. Systematically space application over several days. Continual review and application helps to prolong retention.

4. Provide opportunities to apply the concept or skill in new situations. For example, the skill of decision-making should be applied in many different and varied circumstances, including decisions about what one does in his or her leisure time, how one spends money, how one may resolve a personal conflict, what occupation one might pursue in the future, and the like.

5. The meaningfulness of material promotes retention. The preparation and presentation steps should have made apparent the meaningfulness of the concept or skill to be learned. In application, the learning activity should be concretely related to students' interests and needs. For example, the concept of "consumer" and "producer" can be made meaningful by illustrating how each person consumes and produces goods and services.

6. Application should be as nearly individualized as possible. Students will learn at many different rates and with different degrees of effectiveness. The goal of instruction is for every student to master the desired learning outcome. Instruction of the next lesson should not proceed until each student has successfully learned the present one.

Evaluation Step

It should be apparent by now that the four steps described here are intimately related. The rationale for treating them separately is to assure that each step is provided for. Even though evaluation is shown as the culmination of the lesson, evaluation is actually done repeatedly throughout the lesson. The purpose of evaluation is to make sure that the student can "identify," "describe," "distinguish," "compute," "act," or perform whatever the objective calls for.

A good evaluation technique is to use an actual learning activity as a test task. For example, a workbook activity can be used to present a lesson, apply the concept or skill, or to evaluate the desired learning outcome. If the teacher has used multiple and varied learning activities, and all students can successfully perform them, the evaluation of learning has taken place.

Summary of Four-Step Teaching

The recurring theme throughout this handbook is that the facilitation of career development concepts and skills requires systematic planning and implementation. The previous discussion of the four-step teaching method was designed to illustrate a comprehensive and organized means by which career development objectives can be developed. It should be stressed that an individual activity such as a film or a field trip is not likely to have much effect on student learning unless it is one part of an organized lesson consisting of many different and varied activities, all designed to facilitate the desired behavior.

Lessons and Units

The relationship among three levels of career development objectives was illustrated in Figure VI-1. With respect to the specific level objectives, previous pages have discussed how lessons can be developed to facilitate these specific objectives. An individual lesson is the basic element from which units and programs are structured.

The lesson plan contained in Appendix A deals with only one of five specific objectives subsumed under a broader general level objective. The development of lessons for the remaining four specific objectives would result in the completion of a unit related to "Forming Generalizations About Self." Thus it can be seen that unit development is not a separate task from lesson development. Rather, a unit consists of nothing more than the collective individual lesson plans which are used to achieve the specific level objectives. For instructional purposes, career education units may stand alone and be instructed separately, or they may be integrated into the subject matter areas of the existing curriculum.

Qualities For Career Development Curricula

The curriculum model that was proposed in Chapter III and the teaching methods suggested in this chapter are deliberately broader in scope than more narrowly defined "occupational information programs." The educational philosophy advocated in this handbook is known as process education.[5] Process education recognizes that the first and foremost objective of curriculum and instruction should be the facilitation of skills which learners need if they are to acquire, organize, generate, and utilize in a productive manner the wealth of information and knowledge available to them. More traditional content-oriented programs seem to be concerned only with having students learn a specific body of subject matter content. If the goals of a process-oriented career education curriculum are to be achieved, Cole[6] maintains that such a curriculum should possess the following seven qualities:

Quality One

A capacity for dealing with change and an acceptance of uncertainty must be fostered. The curriculum should raise many questions about the future and the student's possible role in that future. It should present many issues to students for possible resolution, e.g., "What is work and what is play and what are the commonalities and differences between them?"; "Why is something that is work for one person play for another?" The curriculum should strive to achieve closure and consensus only on facts and empirical information. It should not encourage uniform consensus or closure on the multiple inferences and generalizations which can be produced from those facts.

Quality Two

A basic fluency and flexibility of perception, feeling, thinking, expression, and action should be developed. Curriculum activities should never be designed to give the impression that there is only one way to define a term; to categorize events, people, occupations, or ideas; or to interpret a given set of empirical observations. Rather, the curriculum should present students with many opportunities to reorganize, reclassify, and reinterpret concepts, generalizations, methods, and stereotypes which are the content of any curriculum.

Furthermore, if the skill is deemed worth teaching, the curriculum should present opportunity for its use in many contexts. This quality can best be achieved by building a basic fluency within each activity in the curriculum. Each individual activity should require and ensure a variety of differing but logical responses from students individually or as a group. The practice should extend beyond a given activity, since basic skills deemed essential in the curriculum are dealt with in a spiral fashion and in a new and increasingly diverse and complex situation as Bruner has suggested.[7,8] This principle of curriculum organization is well recognized by many curriculum developers who seek to develop capacity for divergent thinking, problem solving, and expressive behavior.[9,10]

Quality Three

The curriculum must respect the questing, imaginative, and playful nature of the child. It should provide activities which ensure the retention of the basic motivation to quest for meaning. Torrance has noted from empirical evidence that excessive concentration of curriculum activities on developing convergency in thinking, interpretation, and operation causes a reduction in basic fluency and flexibility of action and thinking.[11] He has referred to this as the "fourth grade slump."[12] Many other scholars have noted similar patterns resulting from schooling.[13,14]

The playful questing of the child can perhaps best be fostered if curriculum developers, teachers, and parents can themselves remain open to the idea that any process-organized curriculum need not be overly concerned with the content experiences a given child encounters or fails to encounter. If certain process skills are stated as objectives for a curriculum, and if these skills have a good rationale that justifies their selection for attention, then the curriculum must provide enough specific and varied topics, materials, and activities for students to engage in the use of skills that may be internalized, generalized, and broadened.

With such a process orientation, the content of particular curriculum activities and topics can be viewed as a sample of perhaps an infinite array of content that serves as a vehicle in developing the skills that are the stated outcomes. Concern whether or not all students have mastered particular content or concepts begins to take on less importance. The content of the curriculum becomes less of a sacred cow and the curriculum designer, teacher, and students are much more free to operate within a wide array of topics. It becomes an impossible task to teach for mastery of all content. It demoralizes students and teachers. There is simply too much to learn and too little reason for learning all that is known.

Quality Four

The curriculum must provide students with many opportunities for them to be successful in solving problems, in clarifying their own values and meanings, and in recognizing ambiguities and ambivalence in their own beliefs and beliefs of others. The curriculum must develop the understanding about one's purpose and ideals. It must somehow develop a self-confidence in the student. Students must come to feel that they are effective problem-solvers and that they are equipped with the means to interpret situations in their lives productively and adaptively. The curriculum must present numerous opportunities for them to test their speculations and solutions to problems and to determine the consequences. If possible, the curriculum should provide opportunities and activities for students to conduct further testing of their views about self and others in non-school contexts.

Quality Five

The curriculum must broadly inform the student about the diversity of beliefs, roles, and responsibilities in career activities of people. It should bring them in contact from early elementary years through high school years with a variety of persons who are currently working out their ideals and meeting their basic economic needs in their occupations. It should inform students of the role expectations which define the privileges and responsibilities of various occupational roles within career categories. It should provide students with the means to categorize different occupational activities as being alike and different in the services and products rendered and the statuses, rewards, and sense of purpose achieved. It should develop the capacity of students to seek out and explore multiple ways in which they may meet their basic economic needs and their "being" needs through planning for career development within a given occupational family or across several related occupational families. The teacher of career education should recognize that much significant learning cannot and should not be confined to the classroom.

Quality Six

The activities in a career development curriculum should develop a child's capacity for tolerance, compassion, and empathy. As Piaget and Kohlberg have pointed out, the process of maturing as a moral person is lifelong.[15] This skill is best defined as the ability to adopt other roles, to empathize with others toward better comprehending why people behave as they do in given situations. Stephens pointed out that some people never fully develop their moral capacity for tolerance and understanding.[16]

A good deal of the ability of children to develop to such a level is probably a function of the child-rearing procedures used with them by their parents and teachers. Singer and Singer present interesting generalizations based on empirical observations and studies which indicate that warm, permissive parents produce children who develop these types of moral characteristics as well as self-reliant, creative personalities.[17] Hostile, restrictive parents tend to develop fearful, anxious, self-destructive children. Hostile, permissive parents tend to develop children with strong identities who are self-reliant but are outwardly aggressive, hostile, and socially destructive. Warm, restrictive parents tend to develop children who are anxious, overcontrolled, achievement oriented and conforming. Although Singer and Singer make these generalizations primarily about the child-rearing practices of parents, it appears that teachers also can be globally categorized into one of the four quadrants of the two-dimensional paradigm for child rearing.

It seems clear that the type of creative, self-motivated, responsible and moral person called for as the product of career development curriculums is best socialized through the warm-permissive dimension. The career development curriculum should probably be designed to foster such an atmosphere. The teacher, of course, must also adopt such a view and implement it in the curriculum to achieve this goal. A curriculum designed to be warm and permissive toward students does not mean there would be no structure and planning. On the contrary, there should be a great deal of structure and extensive planning, much more so than in a typical narrow, prescriptive program.

A capacity for tolerence, compassion, and empathy probably contributes more to a person's ability to interact productively with his or her peers than any other set of skills. This set of basic skills is the cement which holds the matrix of any social organization together. The ability of a person to get along with others, to understand their acts and motives, to empathize with their feelings and values is probably more important in one's occupational role than in any other social situation with, perhaps, the exception of one's immediate family. Career development curriculums should incorporate many activities which foster the capacity for interpersonal regard.

Quality Seven

The curriculum must help children find ways to contribute meaningfully to the welfare of some groups. Increased specialization and years of formal education have prolonged the period of economic dependence of children upon their parents. Many children have difficulty feeling that anything they do contributes in a significant way to the welfare of their family and community. Children, like all people, want to count for something. They want to be competent in some things and esteemed for their contribution. Some children satisfy these needs through their schoolwork, and school and community activities. Many other children fail to see the relevance of such activities to anything of significance or worth. Some encounter this problem at grade three, many others in junior high, high school, and some later. Minimally, the career development curriculum should provide ample opportunity for these feelings of anomy and purposelessness to be shared, examined, and discussed.

At best, activities in a career development curriculum should provide the means for students to generate ways and outlets for the contribution of their talents to some constructive cause, to explore and seek out ways to express fidelity. This is an acute problem. Bruner calls it the conflict between social and personal relevance.[18] He notes that, unfortunately, most of the curriculum which is perceived as being of great social relevance by educators and parents is at the same time perceived as being of little personal relevance by students. A career development curriculum could provide the means for students, teachers, and community leaders to deal with and attempt continuously to resolve this issue. It is an issue one can always rally a group of students to discuss. It is an issue which has no ultimate resolution. It is also an issue which continues lifelong in one's career activities.

Once again, it is the process for dealing with and adaptively resolving potential conflict between personal meaning and goals and social-organizational missions which should be the goal of instruction. It is not the convincing of the students or employees that the social relevance of their studying or working must have personal relevance for them because it is decreed somewhere by some great authority or principle.

These, then, are the basic qualities which career development curriculums must meet if they are to be consistent with the basic issues faced by our society in educating youth toward meaningful and personally satisfying career roles. While such qualities have been discussed within the context of career education, they are qualities which are generally applicable to all of education at every grade level.

Summary

In the introduction to this handbook, it was indicated that Chapters I through V are designed to move teachers in the direction of developing competence in planning and organizing career education learning activities for students with special needs. The present section has been the capstone of the handbook in which the competency for conducting such activities has been discussed. Obviously the teacher will not become a "competent" curriculum planner until he or she applies these techniques to lesson plan development. Ultimately, the degree of teacher competence in curriculum planning, and the degree of merit due this handbook, will be dependent on the extent to which the career development of students with special needs has been facilitated.

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[18] Bruner, *Toward a Theory*.

Chapter VII

The Parent's Role in Career Education

What the best and wisest parent wants for his own child, that must the community want for all its children.

John Dewey

CHAPTER VII

THE PARENTS' ROLE IN CAREER EDUCATION

Introduction

The significant role that the home plays in the education of children is well known to all teachers. The effectiveness of career education can be considerably enhanced by involving parents more directly in the educational process. Following are a few examples which have been excerpted verbatim from Hoyt[1] and others, related to ways in which the home and family can be used to enhance career education programs. References to additional sources of information and activities is provided at the end of this section. It should be emphasized that such activities should have clearly stated performance objectives, and should be incorporated into the teacher's lesson plans in the same way as any other type of topic, activity, or instructional material.

Activity 1: Parents as Resources

Parents representing a broad base of careers make a classroom presentation illustrating aspects of their work. Wherever possible, actual work situations are discussed, accompanied by pictures, uniforms, and other paraphernalia characteristic of the field of work.

Teacher Involvement

(1) Become acquainted with the types of work performed by the parents.

(2) Contact those parents who represent a variety of careers to participate in the program.

(3) Orient parents on the purpose of the activity before the program is started.

(4) Prepare the students for the activity by making the necessary preparations to ensure that each parent, irrespective of his or her occupation, is treated with dignity and respect and that status is given to each career.

(5) Provide an experience whereby the children would list the contributions they feel the different occupations provide.

(6) Assist the students in understanding how many of these jobs relate to tasks in the home; for example, preparing meals and serving them (restaurant work), housecleaning (hotel management), grocery shopping (purchasing agent), paying bills (business management), repairing the car (auto mechanic), caring for the lawn and yard (landscaping).

(7) Conduct several follow-up activities (outlined below).

Follow-up Activities

Immediately following the activity, teachers should provide opportunities for students to become involved in learning about tasks related to careers of their parents. For example, if a father is employed as a bus driver, let a student review the meaning and significance of traffic signals.

The teacher may wish to provide opportunities for the student to visit the worksite of one particular parent. For example, if a mother is a nurse, the class could visit a hospital (with the proper permission from the head of staff) so that the students could receive additional stimuli from an orientation on careers in the realm of medicine.

Activity 2: Parental Role-Playing by Students

(1) Assign all of the students to consult with their parents to learn of the kinds of work their parents perform in their occupations.

(2) Create sufficient enthusiasm and excitement in the classroom so that children will carry this feeling into the home.

(3) Encourage children to bring tools or wear clothing used by parents in connection with their work.

(4) Supervise practice sessions in the classroom.

(5) Invite parents to attend the classroom and participate in the activity.

(6) Supervise the activity in the classroom. If desired, the occupational exploration activity may be combined with music, drama, and art. For example:

  (a) In one elementary school in Atlanta, the students presented an "occupational operetta," writing the script and music and dramatizing the work their parents performed in their daily occupations. The operetta helped the parents as well as the children learn about the kinds of contributions all of the careers made to our society. This type of activity could be used to introduce or to climax a career exploration program.

  (b) In still another elementary school in Atlanta, the career exploration activity was combined with the fine arts area of education, with the children "interviewing" and then writing about the careers of their parents. In addition, the poet laureate of Georgia wrote poems about her impressions of the parents' jobs. As a follow-up, students also composed poems and sonnets which they sent to the poet laureate. The interchange of ideas and impressions was beneficial to students, parents, and perhaps even to the poet laureate.

Follow-up Activities

Teachers will find that the following activities will help to "cement" the new knowledge the students have about their parents' occupations:

(1) Review the various occupations that were acted out (or where applicable, were dramatized), and discuss the contributions of each career.

(2) Collect pictures of occupations that were not represented in the activity and discuss their importance to the home and family living.

Activity 3: Consultations with Parents

Teachers should give ample time for consulting with parents to discuss career education and its implications and for counseling parents on relating home situations to those of the elementary school. Through parent-teacher conferences, consultations, organization meetings, or newsletters, the teacher can identify or explain projects in career education while soliciting parental help. Each teacher will need to select the manner in which it is most effective to contact parents within the local setting.

Teacher Involvement

(1) Organize and carefully plan conferences to identify projects and activities that will be discussed.

(2) Communicate personally with parents, offering them suggestions on how they can incorporate career exploration activities with home life. Point out how many work areas in the home relate to occupations outside the home.

(3) Listen to suggestions of parents and incorporate these into school activities wherever possible.

(4) Express enthusiasm for programs in career exploration in the home. Create an atmosphere in which parents will feel comfortable.

(5) Provide information to parents on the interests or abilities of their children. If parents seem to have unrealistic goals for their children, do not openly oppose their plans, but help them rechannel their thinking by pointing out abilities of their children in other endeavors.

(6) Conduct follow-up activities.

Activity 4: Exploring Work with Parents

The objective of this activity is to provide an opportunity for children to observe their parent(s) on the job for a short period of time. Firsthand knowledge of work at a factory, in a store or office, or at an outdoor worksite will give children an overview of their parents' niches in the world of work. The children will have a greater respect for the jobs and an appreciation of what the jobs entail, and will be better able to see how their parents relate to co-workers. The teacher can lay the foundation for accomplishing this activity by:

(1) After becoming acquainted with the work situations of the parents, plan a job visitation program that is practicable for local situations, selecting a committee of parents to assist in planning and implementing the activity. (See step 3 for examples.)

(2) Explain in detail to the students what this activity will entail: parents' approval, foreman's or supervisor's approval, etc. Generate enough enthusiasm in the children that they will be successful in securing participation of their parents.

(3) Work with the committee of parents in orienting all parents on the purpose of this activity. For this activity to be successful, the parents should understand at the outset that their efforts in securing permission for their children to visit them on the job will help to reinforce their children's concept of the workaday world. By having the various tasks explained to them, the youngsters will get a firsthand knowledge of the types of careers their parents are pursuing. For example:

  (a) A father or mother who is a barber or beauty shop operator might arrange for his or her son or daughter to visit the barber shop or beauty salon to see hair trimmed or cut: for a man, for a woman, for an older person, for a teenager, or for a child. The parent could expand the significance of the lesson by explaining the "psychology" he or she uses on the different customers in urging them to try a new hair style or a new tint. The parent could explain how barbering depends more on one's ability to sell people a service and make them pleased with the result than merely the cutting of hair. The children could relate this work with school lessons in mathematics (costs of various cuts, overhead, paying for supplies), social studies (explaining to customers how hair styles change), English (using proper grammar), and so forth.

(b) A retail sales clerk (mother or father) could arrange for the child to watch during the actual selling of an item, taking the money for the item sold, ringing the money on the cash register, "making change," bagging or wrapping the article, and thanking the customer as the parcel is presented. If the children visit at a time when there are no customers, they will see the parent keeping busy by arranging merchandise for display, stamping canned goods, marking price tags, and so forth. Any actual hands-on experience can provide the stimulus for a child to begin to think about the world of work, especially if the parent tells why he or she "likes" the job.

Parent Involvement

Several parents could become a working committee to plan activities -- making arrangements for all of the children in the classroom to visit worksites, irrespective of the home environment. The ideal situation, of course, would be for all of the parents to participate by arranging for visitation to their jobs; but since this will be the exception rather than the rule, the committee could identify those whose employers accede to the request.

Activity 5: Learning to Manage

Through a role-playing activity in the classroom, the teacher can assist the children in learning how to purchase items for family use. The children could collect pictures from catalogs or magazines, determine the price they deemed appropriate for each item, and make price tags for the "merchandise." Then, by using "play" money from a game or some they have made themselves, they could set up store and buy and sell the articles (pictures). As an extension of this activity, the children could take the money and pictures home and conduct a similar activity among family members.

Teacher Involvement

(1) Review the role of the family in buying goods and services.

(2) Provide the impetus for the children to bring play money and pictures of various types of merchandise (both expensive and inexpensive) to the classroom. Help them attach price tags to the items.

(3) Explain the buying and selling principles, and supervise the activity.

(4) Prepare a simple list of instructions for the children to take to their parents along with the play money and pictures, so that the parents can reinforce the knowledge gained from this activity by engaging in a similar exercise at home.

(5) Conduct follow-up activities.

Parent Involvement

The parents may wish to make the home activity more personal and meaningful for their child by using actual buying and selling experiences and explaining them to the child -- itemizing and tallying the cash register check tab from the grocery or dry goods store, comparing real bills and coins with those the child made in the classroom, checking costs of items in newspapers, catalogs, or magazines. Consulting the instruction checklist that the teacher prepared will make it easier for the parents to "zero in" on the specific areas of learning that their children are receiving in school.

Follow-up Activities

Devote several days to allowing the children to report on the buying and selling activities that were completed in their homes.

Activity 6: Who Am I?

This activity may become the most popular one in the school year, giving the child the opportunity to tell of the talents and abilities of family members. By outlining a "questionnaire" for the child to take home for interviewing family members, the teacher can guide the child in the rudiments of querying a person for information. Let the children help with the outline, incorporating good as well as not-so good suggestions, but making sure that all suggestions are received with equal consideration.

Teacher Involvement

The teacher must be cognizant of various facets of psychology in this exercise, relying on his educated guesses as to whether a child shows an affinity for any activities below:

(1) As each child recites the talents, etc., of his or her family, the teacher should be alert to any likes, dislikes, abilities, and interests that the child may display. Jot them down by each child's name so that they can be relayed to the parents during consultations.

(2) Assist the students in preparing a handbook for recording special interests and goals.

(3) Assist the students in filling out a part of the handbook in the classroom.

(4) Encourage the students to take their handbooks home with them to discuss them with the family. A section should be filled in by each family member, with family goals set for each member.

Parent Involvement

The parents should review the handbook with their child, being alert for any special interests or abilities exhibited by themselves as well as the children. They can assist their children in setting goals and determining what must be done to achieve these goals.

Follow-up Activities

Teachers should review the handbooks with the students from time to time, encouraging the boys and girls to continue to add to the pages. The teachers can also encourage the students to engage in other activities outside the home and school which correspond to family and individual interests and abilities -- churches, neighborhood theater groups, and the like.

Summary[2]

The home environment is the foundation for the development of fundamental values, attitudes, and skills which are the central factors of career success. The influence of the school and society on the child is infinitesimal in comparison to the home influence during the first five to eight years of life. If a child has had an unfortunate beginning, he can have attitudes altered; but this is a process that could take a lifetime.

Society's future depends upon widespread recognition that parenthood and successful homemaking must remain the underlying career roles for men and women producing the greatest satisfaction. Successful parenthood is not a natural instinct. It must be learned; therefore it can be taught.

The home environment is the most central factor in the development of basic values, attitudes, and basic skills which are the foundations of career success. All of the school's influence and that of society outside the home will never satisfactorily offset a bad home start. Parents are also the key educational decision makers whose support or lack of support will determine career education's future.

All children will have a career whether they are bright or dull, impoverished or richly endowed. The discovery of the career occurs in a developmental process of lifelong duration, but the habits of discovery are formed in the childhood years. It is important that there be an alliance of elementary school teachers and parents at that critical time.

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[1] K. B. Hoyt, N. M. Pin[illegible]on, D. Laramore, and G. L. Mangum, "Home and Family in Career Education," in Career Education and the Elementary School Teacher (Salt Lake City: Olympus, 1973), pp. 125-154.

[2] Hoyt, et. al.

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Appendices

Lesson Planning

Nevertheless he
keeps moving, changing
pace and approach but
not direction—"every step an arrival."

Denise Levertov

APPENDIX A

APPLICATION OF PLANNING FUNDAMENTALS

1. Summary of lesson planning process (pages 127-129)
2. Blank lesson plan form (pages 130-131)
3. Sample, completed lesson plan (pages 132-133)

SUMMARY OF LESSON PLANNING PROCESS

A number of excellent commercially prepared curriculum materials are currently available for career education. Many publishers have developed comprehensive programs which include both student instructional materials and teacher's guides. Such guides usually include lessons which contain purpose and objectives, strategies for facilitating the stated objectives, and procedures for determining the extent to which learning has been achieved. For materials of this nature, the teacher may only need to adapt objectives and/or mode of presentation for use with handicapped children. No additional teacher development is required.

Another type of career education instructional materials is also available. This type consists of a broad range of topics, activities, and materials that are not part of an organized program. Activities of this type may be commercially produced or teacher developed. Examples might include lecture-discussions, games, bulletin boards, theme writing, field trips, filmstrips, posters, role-playing, library research, and the like. These activities are quite appropriate for career education. However, activities of this type usually suffer from two weaknesses: (1) they seldom have stated learning outcomes, and (2) they are usually used as short, isolated 15-30 minute activities which have no relationship to a larger, more organized whole. Whatever learning that may occur is often forgotten within a few days.

The purpose of Chapter VI of this handbook is to emphasize the principle that instructional activities should only be selected or developed to achieve a known, identified learning outcome. A second purpose is to illustrate a procedure for organizing and sequencing instructional activities with respect to preparing, presenting, applying, and evaluating the concept or skill which is the outcome of the instruction.

Following is a summary of the procedures for preparing lesson plans of the type discussed in Chapter VI. A sample completed lesson is provided for purposes of illustration.

Step-by-step procedure

1. Duplicate multiple copies of the blank lesson plan form which is provided. (Appendix A)
2. Review the nature of career development (Chapter III) for either the Awareness Stage (K-3) or the Accommodation Stage (4-6), depending upon the grade level approximation of the students to be involved.
3. Decide on which of the six goals at each level you are going to address. Review the characteristics of handicapped children in Chapter IV. Note any special needs or characteristics that must be taken into account.
4. Select the general level learning outcome to be developed. This objective, in effect, becomes a unit theme around which several lesson plans will be developed.
5. Analyze the specific level objectives related to this general level objective. Decide how many lesson plans you will need to prepare in developing the general objective. You may have one or more objectives per lesson plan depending on the maturational level of the students involved.
6. State the specific level objective(s) to be achieved. Remember that the objectives provided in Chapter III are only samples of a nearly infinite number of possible outcomes. Adapt the wording of the objectives to accommodate any unique needs of the learners.
7. Stop. Review Chapter VI, pp. 89-109. Do you have clearly in mind the relationship among goals-general objectives-specific objectives?
8. Now that the objectives for the lesson have been identified, select the topics, activities, and materials which will facilitate the objectives. Keep in mind the seven "qualities" for career education curriculum discussed in Chapter VI, pp. 101-108.

9. Preparation step. Select an activity that will motivate students and/or develop readiness. One or more "day lessons" (a day lesson is usually 15-30 minutes) may be required for this and the other three steps that follow.

10. Presentation step. Select a major, important activity which is specifically designed to develop the lesson objective. This activity should be the most important one in the whole lesson. It should stimulate as many of the senses as possible.

11. Application step. Students should be involved in doing something during this step. Multiple activities and contexts should be utilized to assure that all students successfully achieve the objective.

12. Evaluation step. This step may utilize a separate learning activity in the same way as the previous three. The performance to be measured should be amenable to objective evaluation, i.e., the desired performance should be observable and measureable.

13. Review the lesson plan and rewrite or type in an easily readable form. A properly developed lesson is one capable of being used by another person without additional assistance.

    a. Are the objectives logically related and properly stated?

    b. Have all required materials, supplies, and equipment been listed?

    c. Have any special learner needs and characteristics been provided for?

    d. Has the approximate time per activity been estimated? This will be useful for initial use, and should be revised after use, based on actual observed times.

    e. Are all four instructional steps sufficiently detailed so that another person could follow them? Are the steps logical and sequential?

14. Repeat the above procedures for remaining lesson plans. Once completed, you should have a strong unit which develops the concept or skill stated by the general objective.

LESSON PLAN FORM

Goal ____

Lesson Plan # _____ Grade Level _____

LESSON TITLE ______________________________________

A. General Objective (unit theme)

B. Specific Objective(s)

C. Instructional Materials, Supplies, and Equipment

D. Unique Learner Needs or Characteristics

LESSON PLAN FORM (cont.)

Periods	Est. Time	
		1. Preparation Step
		2. Presentation Step
		3. Application Step
		4. Evaluation Step

SUGGESTED LESSON PLAN (Developed by Larry J. Bailey)

Goal Developing Awareness of Self

Lesson Plan # 1 Grade Level 1

LESSON TITLE Being Alike and Different

A. General Objective (unit theme)

Forms Generalizations about self

B. Specific Objective(s)

1.4 Recognizes uniqueness of own self

C. Instructional Materials, Supplies, and Equipment

1. The Joy of Being You, filmstrip/cassette and Teaching Guide (Scholastic-Kindle)
2. Filmstrip projector
3. Twenty-five About Me booklets (Houghton Mifflin #1-40948-1, 214)
4. Shelf paper and felt tip pen (activity 1.1)
5. Weight scale and measuring tape (activity 3.1)
6. Twenty-five 11 x 13 sheets of construction paper, students use own supplies (activity 3.3)
7. Twenty-five 1 1/2 x 11 sheets of paper (activity 4.1)

D. Unique Learner Needs or Characteristics

Class is normal in achievement and in physical and psychological characteristics

SUGGESTED LESSON PLAN (cont.)

Periods	Est. Time	
		1. **Preparation Step**
2	30 min.	1.1 Cut shelf paper to length of each child. Place paper on table or floor and have child lie on it. Trace outline with felt tip marker. Have child draw in features, clothing, etc. Display in classroom.
		or
1	30 min.	1.2 Have students bring snapshots of themselves to display on bulletin board.
		2. **Presentation Step**
1	15 min.	2.1 (Review Teacher Guide.) View filmstrip.
1	30 min.	2.2 Discuss questions 4, 6, 7, and 10 in Teacher Guide.
		3. **Application Step**
2	30 min.	3.1 Have children measure and record their height and weight. Chart information on board in graph form. Let children find themselves on the chart. (Be alert that kids on extreme ends of the scale do not develop negative feelings about themselves).
6	20 min.	3.2 Complete workbooks.
1	30 min.	3.3 On large sheets of construction paper, have children print "Things I Like to Do." Have them cut out pictures from magazines or draw pictures of work and play activities they enjoy doing.
		4. **Evaluation Step**
1	15 min.	4.1 Have children mark or fold paper into fourths. Have them list or illustrate four characteristics that make them unique.

Example

1	2
3	4

APPENDIX B

REPRESENTATIVE LESSON PLANS DEVELOPED BY FIELD-TEST TEACHERS

1. Lesson plans developed by teachers in association with the Rural Illinois Career Education Demonstration Center in Tamms, Illinois (pages 138-151).

2. Lesson plans developed by a teachers' committee of the Northwest Suburban Special Education Organization (NSSEO) in association with the Career Education Service Center in Arlington Heights, Illinois (pages 154-167).

1. SOME LESSON PLANS DEVELOPED BY TEACHERS AT THE SOUTHERN RURAL SITE

(As part of a USOE-funded career education model demonstration project, the Illinois Office of Education is developing a center designed to serve a rural population and its children at Tamms in the southernmost section of the state.)

The lesson plans included here were developed by the following teachers:

Mary Clifford Third Grade Teacher	Emerson Elementary School District #1	Cairo
Susan Loenneke Fourth Grade Teacher	Egyptian Elementary School District #5	Tamms
Pam Martin Third Grade Teacher	Egyptian Elementary School District #5	Tamms
Linda Miller Third Grade Teacher	Emerson Elementary School District #1	Cairo
Marilyn Retherford Kindergarten Teacher	Egyptian Elementary School District #5	Tamms

Consultants

Sharon Boyd Supervisor of Hearing Impaired	School for the Hearing Impaired	Marion
Mary Hale Teacher/Coordinator for Physically Handicapped	Williamson County Special Education Program	Marion
Kenneth House Coordinator	Project C.O.R.C. (Career Occupational Resource Center)	Mounds

Goal Developing Awareness of Self (A-1)

Lesson Plan # 1 Grade Level K

LESSON TITLE Who Am I?

A. General Objective (unit theme)

1. Forms generalizations about self.

B. Specific Objective(s)

1.1 Provides examples to illustrate what is meant by "characteristics."
1.2 Summarizes ways in which an individual may be described, e.g., emotions, actions, personal information, physical appearance.

C. Instructional Materials, Supplies, and Equipment

1. Early Childhood Body and Self-Awareness Big Box (Developmental Learning Materials). Use the following: Life-size body puzzles, Multi-Ethnic children puzzles, "The Many Faces of Children" - posters, teacher activity cards, spirit master, action symbols, puzzle trays.

2. Who Are You? 6 filmstrips (Troll Associates).

3. "Rub Your Tummy" from Sesame Street.

D. Unique Learner Needs or Characteristics

This child has a moderate visual impairment, is very slow and unsure of his work, must wear thick lens glasses at all times, is poorly developed in coordination, must use the sense of touch for majority of learning experiences, and has been placed in a normal kindergarten classroom.

Periods	Est Time	1. Preparation Step
6	30 min.	1.1 Show first filmstrip, "Who Am I Anyway," from the series Who Are You. The five other filmstrips should be shown at appropriate times. Discuss the character in the filmstrip.
		1.2 Body Awareness Activity Card (Section B, card 18). Teacher calls out parts of the body and lets child find them on himself/herself.
		1.3 Display posters, "The Many Faces of Children," around the room.
		2. Presentation Step
5	30 min.	2.1 Role playing in relation to the five filmstrips from Who Are You? series. (Should include situations involving parents, brothers and sisters, school friends, other friends, grown-ups such as bus driver, teacher, salesperson, principal. (Do not include the first filmstrip.)
		3. Application Step
2	20 min.	3.1 Activity card C-80. Have child choose a puzzle to assemble from eight multi-ethnic children puzzles. (Name each part as he/she assembles it. Let the children work in pairs.)
1	15 min.	3.2 Play the record, "Rub Your Tummy," from Sesame Street. (Repeat)
3	10 min.	3.3 Activity cards 3-67. Teacher holds up large cards asking the child to name each body part and action. (Let the visually impaired sit up close.)
4	20 min.	3.4 Activity card D-136. Have children use puppets to present stories depicting the emotions in the posters displayed around the room.
		4. Evaluation Step
1	30 min.	4.1 Have children put together life-size puzzles children. Put them together twice, once starting from the head, and then from the feet. (This way each child will get a turn.)
6	10 min.	4.2 Fill in missing body parts of Body Concept Spirit Masters I and II (put in booklet form). This should be done after each filmstrip and activity.

Goal Developing Awareness of Self (A-1)

Lesson Plan # 2 Grade Level K

LESSON TITLE Me - How I Look to Myself and to Others

A. General Objective (unit theme)

1. Forms generalizations about self.

B. Specific Objective(s)

1.3 Identifies own self's characteristics and attributes.
1.4 Recognizes uniqueness of own self.
1.5 Differentiates self from others.

C. Instructional Materials, Supplies, and Equipment

1. Magnifying mirror.
2. Study Prints - (Colors of Man Kit) - book.
3. Picture of each child (camera).
4. Construction paper.
5. Large paper doll with blank face and stick-on features (Peabody-Pre-Level).
6. Spirit Masters (Colors of Man Kit).

D. Unique Learner Needs or Characteristics

This child has a moderate visual impairment, is very slow and unsure, must wear thick lens glasses at all times, is poorly developed in coordination, must use the sense of touch, and has been placed in a normal kindergarten classroom.

Periods	Est. Time	
		1. Preparation Step
2	30 min.	1.1 Have children bring recent photographs of themselves or take them with a polaroid camera.
1	30 min.	1.2 Help children display them on bulletin board.
		2. Presentation Step
1	10 min.	2.1 Read book "Colors of Man."
1	10 min.	2.2 Discuss questions found in teacher's guide. Adapt questions to include facial features and their placement.
1	20 min.	2.3 Study prints. Discuss each one as to how they are different and similar.
1	30 min.	2.4 Have two children come to front of the room and discuss their facial characteristics (start with 2 children who are very similar, continue using children who are more and more different.)
		3. Application Step
1	30 min.	3.1 Use magnifying mirror and have child describe own features.
1	20 min.	3.2 Have visually impaired child feel his/her face and features and then feel the faces and features of other children and describe.
2	30 min.	3.3 Use paper doll with stick-on facial features. (Give each child a chance to place features or remove. May want to do this at two different times.)
		4. Evaluation Step
1	15 min.	4.1 Talk about their pictures and look for differences.
1	15 min.	4.2 Draw their own facial features on construction paper.
1	30 min.	4.3 Have children take turns coming to the bulletin board and pick out a photograph of a child the teacher names.

Goal Developing Awareness of Self (A-1)

Lesson Plan # 3 Grade Level K

LESSON TITLE My Interests

A. General Objective (unit theme)

2. Understands the concept of interests.

B. Specific Objective(s)

2.1 Explains what is meant by an "interest."
2.2 Describes how people become interested in an activity.
2.3 Identifies own interests.

C. Instructional Materials, Supplies, and Equipment

1. Hannibal Series (Filmstrips) - "Hannibal Myself."
2. My Book About Me - Dr. Seuss.
3. Crayons, paper bags, construction paper, glue, scissors, yarn, cotton, scraps of material, magazines, white 17" x 24" sheets.

D. Unique Learner Needs or Characteristics

This child has a moderate physical handicap, is average in ability, is crippled and uses crutches, has complete use of the hands, and has been placed in a normal kindergarten classroom.

Periods	Est. Time	1. Preparation Step
1	20 min.	1.1 Give each child a 17" x 24" sheet of white paper. Let the children draw things they like to do most.
		2. Presentation Step
2	30 min.	2.1 Ask each child to make a puppet of himself/herself.
4	30 min.	2.2 Give children an opportunity, using puppets, to describe how they became interested in the activities shown in the pictures they drew.
1	30 min.	2.3 Show "Hannibal Myself" from Hannibal Series - discuss why interests change as we learn about ourselves.
		3. Application Step
1	30 min.	3.1 Cut out pictures from magazines of things they like to do.
4	20 min.	3.2 Help children make bulletin boards from pictures cut out of magazines.
		4. Evaluation Step
3	15 min.	4.1 Read My Book About Me by Dr. Seuss.
4	10 min.	4.2 Let each child complete selected pages from My Book About Me and make his/her own booklet with cover.

Goal Developing Awareness of Different Types of Occupational Roles (A-2)

Lesson Plan # 1 Grade Level 3

LESSON TITLE Working and Playing

A. General Objective (unit theme)

1. Examines different types of human activities.

B. Specific Objective(s)

1.1 Formulates a broad general definition for what is "work."
1.2 Explains what is meant by "leisure."
1.3 Recognizes commonalities of work and leisure.

C. Instructional Materials, Supplies, and Equipment - Filmstrips and Cassettes

1. Where Will I Fit In? Teaching Resources Films.
2. Explore, Unit 1 - Work? Play? Scholastic Book Services.
3. Family at Work & Play, Studyprints, S.V.E.
4. Recipe, ingredients, kitchen utensils, & facilities (Activity 1.1).
5. Filmstrip projector, cassette recorder.
6. Magazines, scissors, construction paper.

D. Unique Learner Needs or Characteristics

Class is normal third grade with slow to average ability. Within the class is a student who has a mild hearing loss and wears a hearing aid. Student should always be seated near the teacher so as to be able to read lips as well as hear. Prior to any activity in this lesson, vocabulary must be pre-taught in order for student to fully understand. Also includes reading wherever possible so student will improve language arts skills.

Periods	Est. Time	
		1. Preparation Step
1	30 min.	1.1 Bake a Pie! - assign students all jobs, making each job a special activity.
1	30 min.	1.2 Eat the Pie! While eating discuss the fun students had. Would they like to do it all day? Introduce concept of what is fun for one is work for another.
		2. Presentation Step
1	20 min.	2.1 View filmstrip 1, "What Is Work?" Elicit definition of work.
1	20 min.	2.2 View filmstrip 1, "Work? Play?" Discuss. Elicit definition of leisure/play.
1	20 min.	2.3 View filmstrip 2, "Handling Hobbies." Discuss how hobby (leisure activity) can relate to work activity.
1	20 min.	2.4 View Studyprints. Discuss and classify categories of work and play.
		3. Application Step
1	45 min.	3.1 Bulletin Board - students cut out pictures from magazines depicting various activities. Sort into work and leisure categories for display on board. Write a description of each picture also.
ongoing		3.2 Establish work and leisure centers in front of board with books, magazines, and materials about the two activities where students can go to learn about them.
3	30 min.	3.3 Divide class into three groups (1) to make booklet about work. (2) to make booklet about leisure. (3) to make booklet about activities that involve elements of both. Students are encouraged to use their own drawings and stories as well as magazine pictures. Use for display on bulletin board.
		4. Evaluation Step
1	20 min.	4.1 When shown pictures depicting various activities, students will be able to give a written response as to which is work and which is play.
1	30 min.	4.2 Teacher-made ditto master. Have one column with job title, another with names of hobbies. Have students match a particular job to the hobby with which it is most closely related.

Goal Developing Awareness of Different Types of Occupational Roles (A-2)

Lesson Plan # 2 Grade Level 3

LESSON TITLE Different Work Activities

A. General Objective (unit theme)

2. Differentiates types of work activities.

B. Specific Objective(s)

2.1 Defines the term "occupation."
2.2 Describes how an occupation differs from other types of work activity.
2.3 Distinguishes among occupations, household chores, volunteer work, and leisure activity.
2.4 Associates different types of work and leisure activities with various family members.

C. Instructional Materials, Supplies, and Equipment

1. Teacher-made questionnaire (see attached sheet).
2. Chalkboard space and chalk.
3. Explore, Unit 1 #3 "Stepping Stones," filmstrip/cassette, (Scholastic Book Services).
4. Filmstrip projector, tape recorder.
5. Children's Dictionary of Occupations, (Career Futures, Inc.).
6. Career Flash Cards, (Career Futures, Inc.).
7. Teacher-made questions for "What's My Line" (see attached sheet).
8. Butcher paper.
9. Crayons, tape.

D. Unique Learner Needs or Characteristics

Class is a normal third grade with average ability. Within the class is a student who is confined to a wheelchair, has use of the hands, and has average intelligence. The only restrictions will be physical, therefore all tables, desks, work areas must be made to fit the student's wheelchair.

Periods	Est. Time	
		1. **Preparation Step**
		1.1 Instruct each student to ask parents to fill out teacher-made questionnaire. Parents can fill in their duties under each of the four categories. Students will use this information in follow-up discussion 1.2 (See attached sheet.)
1	30 min.	1.2 Discuss questionnaire 1.1. Make up language experience chart on blackboard. Draw from this activity a definition and differentiation of occupation, volunteer work, household chores, and leisure activity.
		2. **Presentation Step**
1	30 min.	2.1 View filmstrip, "Stepping Stones." Discuss using guide.
1	15 min.	2.2 Introduce Dictionary of Occupations. Go through briefly and discuss the purpose of the book. Leave in classroom throughout lesson for reference.
1	30 min.	2.3 Present occupation flash cards. As students decipher each card, let them refer to dictionary to define what the occupation involves and decide what makes the occupation different from the other three categories.
		3. **Application Step**
2	30 min.	3.1 Play "What's My Line." Have each child role-play his parent's occupation, letting others guess. Panel, emcees, contestants can be rotated so everyone will have a turn. Have list of questions prepared. (See attached sheet.)
		4. **Evaluation Step**
1	30 min.	4.1 Tape mural size butcher paper to wall. Break students into four groups, each group assigned to depict examples of one of the four types of work activity.

Name ______________________________

INTERVIEW SHEET

Dear Parents,

We are studying about different types of work and leisure activities. Would you please fill in some of the activities you are involved in each day.

Occupation 1.	**Household Chores** 1. 2. 3. 4. 5.
Volunteer Work	**Leisure Activity**

SAMPLE "WHAT'S MY LINE" QUESTIONS

1. Is what you do done inside or outside?
2. Are you paid for what you do?
3. Does it require special clothing or equipment?
4. Do you do this every day?
5. Could anyone do what you do?
6. Does it involve contact with other people?
7. Did you have to have special training to learn how to do this?
8. Does what you do involve a product or a service?
9. Does it involve speaking?
10. Does it involve working with your hands?

Other questions can evolve from these.

Goal Developing Awareness of Different Types of Occupational Roles (A-2)

Lesson Plan # 3 Grade Level 3

LESSON TITLE School and Neighborhood Workers

A. General Objective (unit theme)

2. Differentiates types of work activities.

B. Specific Objective(s)

2.5 Observes and talks to various workers in the school and neighborhood to differentiate occupational roles.

C. Instructional Materials, Supplies, and Equipment

1. People at Work, filmstrip/cassette (Educational Development Corporation).
   "Jobs In School."
   "Jobs In Community."
2. Filmstrip projector.
3. Tape recorder.
4. Construction paper, crayons, felt tip pens.
5. Bulletin board space.

D. Unique Learner Needs or Characteristics

Class is normal third grade with slow to average ability. Within the class is a student who has a mild hearing loss and wears a hearing aid. Student's desk is placed near the front of the room where it is possible to watch as well as hear the teacher.

Activities will be structured so as to maintain a high level of interest. Lessons will be no longer than 30 minutes because hearing impaired children experience fatigue easily from having to watch both their written work and the teacher's lip movements.

Periods	Est. Time	1. Preparation Step
2	30 min.	1.1 Take a walk through school and around block observing people at work. Children should be encouraged to ask questions if it will not disturb workers.
2	20 min. immediately following walks	1.2 Discuss trip and list types of jobs observed. Make list of characteristics of the work involved in each job student can recall.
		2. Presentation Step
1	20 min.	2.1 View filmstrip, "Jobs In School." Discuss and make additions to lists from 1.2.
1	20 min.	2.2 View filmstrip, "Jobs In Community." Discuss and make additions to lists from 1.2.
		3. Application Step
1	30 min.	3.1 Transfer information from lists (1.2, 2.1, 2.2) to student-made bulletin board. Have students make pictures of workers and tool representing each worker as background for lists.
3-5	20 min.	3.2 Invite three-five workers into classroom (possibly parents). Have students present bulletin board and ask for more information.
1	15 min.	3.3 Ask students to discuss worker they wish to role-play in simulation activity during next lesson. Make name badge in shape of tool representing chosen worker.
		4. Evaluation Step
1	afternoon	4.1 Have students simulate work experiences in classroom chosen during 3.3 activity. (Janitor cleans floor and empties trash cans; secretary takes messages and staples papers, etc.)
1	30 min.	4.2 From simulations have students consider jobs they would enjoy doing. Change bulletin board (3.1) to show each student as focal point in favorite job costume. In each hand have jobs lists headed "yes" and "no."

2. SOME LESSON PLANS DEVELOPED BY TEACHERS AT THE NORTHERN URBAN SITE

(As part of a USOE-funded career education model demonstration project, the Illinois Office of Education is developing a center designed to serve a metropolitan population and its children in suburban Arlington Heights located northwest of Chicago.)

The lesson plans included here were developed by a Northwest Suburban Special Education Organization (NSSEO) committee whose members are:

Pam Gillet Assistant Director	NSSEO	Palatine
Beverly Koller Primary PH Teacher	Berkley School District #25	Arlington Heights
Camille Kunikowski Intermediate Deaf Teacher	Kensington School District #25	Arlington Heights
Karen Linsey Itinerant Vision Teacher	District #54	Schaumburg
Nancy Murphy Primary Deaf Teacher	Link School District #54	Schaumburg
Eileen O'Brien Intermediate PH Teacher	Einstein School District #54	Schaumburg
Linda Stanish Itinerant Vision Teacher	District #15	Palatine
Jodi Sticken Itinerant Vision Teacher	District #59	Elk Grove Village
Pam Throm Itinerant Vision Teacher	District #25	Arlington Heights

Goal Developing Concepts of Self (B1)

Lesson Plan # 1 Grade Level Intermediate

LESSON TITLE The Unique Self

A. General Objective (unit theme)

1. Forms generalizations about self.

B. Specific Objective(s)

1.1 Summarizes characteristics which make an individual unique: physical, social, and emotional.
1.2 Recognizes uniqueness of own self.
1.3 Differentiates self from others.

C. Instructional Materials, Supplies, and Equipment

1. Snapshots of individual children (baby & growing up) (3.2).
2. Brown wrapping paper and magic markers (2.2).
3. SRA - Focus on Self Development Series (2.3).
4. Books - (2.3)
   A Book About Me - SRA.
   What About Me? - Pflaum.
   How I Feel - Children's Press.
   Things I Like To Do - Bowmar.
5. Filmstrips - (2.3)
   "Getting to Know Me" - Learning Arts.
   "Growing to Know Me" - Carlton Films.
   "Understanding Yourself" - AV-ED Films.
   "Who Am I?" - Carlton Films.
   "Who Do You Think You Are?" - Guidance Associates.
6. KIT - American Guidance Series - Developing Understanding of Self and Others (2.3).
7. Pictures of people's emotions (taken from magazines and photos) (2.1).
8. Pictures of a variety of situations (jobs, circus, party, funeral, etc.) (2.2).
9. "Feelings" checklist (printed - one for each child -- teacher-made) (3.2).
10. Magazines to cut up (3.3).
11. "Self Analysis Guide" (printed -- teacher-made) (4.1).
12. Paper to make scrapbooks (4.2).
13. One sentence stem for child to write about (one for each child) (4.3).
14. Tape recorder (4.3).

D. Unique Learner Needs or Characteristics

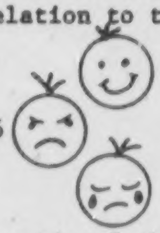
VISUAL IMPAIRMENT

Child may need low vision aids, enlarged type materials, and other means of magnification. Child may need strong auditory reinforcement and front row seating preference for board work and viewing purposes.

PHYSICAL

Periods	Est. Time	1. Preparation Step
1	5-10 min.	1. Materials assembled (brown wrapping paper, markers, "Growing Up" snapshots).
1	10 min.	2. Start out discussion by teacher concerning his/her appearance.
		2. Presentation Step
2-3	30 min.	1. Have teacher ask children to close eyes and describe themselves.
2-3	30-40 min.	2. Use buddy system or teacher to assist child in tracing around the child's body to make an outline to be used in a later activity. Put names of children on the back side of drawing.
1 week	depends on length of book & film	3. Use the books mentioned and/or filmstrips for orientation to the learning about oneself.
		3. Application Step
2-3	30-45 min.	1. Teacher-directed discussion concerning applying terms children used describing themselves to others in class, school, or prominent figures.
2-3	30-45 min.	2. Apply descriptive terms to baby & growing up snapshots of each individual child in class.
2-3	30-45 min.	3. At a time following the above activity, children will look at snapshots and discuss individual traits of snapshots.
2-3	30 min.	4. "You've Come a Long Way Baby" contest. Children try to identify classmates with snapshots, verbalizing likenesses and differences between snapshots and present looks of the child.
		4. Evaluation Step
2-3	30-45 min.	1. Use outcome of child drawing. Have a child stand in front of the class for a few minutes. This child then leaves the room and the group begins to remember characteristics of that person. The child describing the characteristic can draw it on the life-size paper model.

SOCIAL - EMOTIONAL

Periods	Est. Time	
		1. **Preparation Step**
1	20 min.	1. Assemble pictures of facial expressions showing emotions.
1	20 min.	2. Assemble experiences that would elicit special feelings from people (pictures, e.g., funeral, circus, party, work). Make sure to include pictures of various types of jobs and work situations.
1	10-30 min.	3. Prepare and assemble work sheets.
		2. **Presentation Step**
		1. Discuss emotions shown on faces in pictures.
		2. Discuss emotions that should appropriately be attached to the situations depicted in the pictures selected.
1	10 min.	3. Have students begin a discussion of special feelings they have today.
2-3	10-15 min.	4. Use incomplete sentence stems to elicit feeling words and responses, e.g., "When it rains, I feel ______." "When my brother gets to do things I can't do, I ______." "I am best when ______." "I feel sad when ______."
		3. **Application Step**
2-3 weeks every day	1-2 min.	1. Set up a daily diary, where each student can write one or two words about his/her feelings.
2-3 weeks every day	1-5 min.	2. Have a chart or work folders on the students' desks. List days of the week; have students make a "face" showing their feelings. If they wish, in their diaries they can explain their feelings in relation to their faces. Mon. 9-11-76 Tues. 9-12-76 Wed. 9-13-76 
2-3	30-45 min.	3. Make a collage. One side of the paper depicting faces showing expressions, the other side matched experiences. Various titles can be labeled, "Good Things," "Jobs I don't Like."

SOCIAL - EMOTIONAL cont.

Periods	Est. Time	4. **Evaluation Step**
1	10-20 min.	1. Self-Analysis Guide: Yes or No questions ________ I want to be a leader. ________ I help with jobs at home. ________ I like to work outdoors.
2-3 weeks every day	free time each day	2. Develop an ongoing scrap book about self -- likes, dislikes, goals, interests, feelings, etc.
1	30-1 hr.	3. Write a paragraph or tape record a response to the following: When I am told by an adult to do something that I don't want to do, I______ (Have different sentences for each child. Select an area he/she needs to face and be honest about.)

Goal Developing Concepts of Self (B1)

Lesson Plan # 2 Grade Level Intermediate

LESSON TITLE Knowing My Interests

A. General Objective (unit theme)

2. Formulates present self-identity reflecting knowledge of own activities, interests, and values.

B. Specific Objective(s)

2.1 Discusses what is meant by interests.
2.2 Summarizes primary areas of interest.

C. Instructional Materials, Supplies, and Equipment

1. Printed checklists (teacher-made) - "What I Like To Do," "What I Don't Like To Do" (3.4).
2. Time chart (dittoed - teacher-made) - (3.2).
3. Interest Survey (dittoed - teacher-made) - (3.5).
4. Focus on Self-Development Kit (SRA).
5. Materials for activity centers (2.1).
6. Paper for assignments (3.2).
7. Hobbies (students bring in) (4.1).

D. Unique Learner Needs or Characteristics

VISUAL IMPAIRMENT

Child may need enlarged print, low vision aids, and/or other magnification devices.

Specially lined paper.

Periods	Est. Time	
		1. Preparation Step
1	10-30 min.	1. Prepare and assemble worksheets.
1	1-3 hrs.	2. Assemble activity centers.
		2. Presentation Step
1	all day	1. Teacher has established three or four activity centers with a game, hobby, or task relating to a job or an activity. During free time, each child is allowed to investigate the activity centers.
		3. Application Step
1	30-60 min.	1. Class discussion about contents of activity centers experiences with contents of activity centers, interests about the contents, likes and dislikes of the center's contents.
1st week 5	5-10 min.	2. List all activities the child engages in all week long.
2nd week 5	5-10 min.	3. Put a descriptor by each of the above activities - "have to do," "do by choice," etc.
1	15-30 min.	4. Checklist: "What I Like To Do" (take-off on Kuder Preference Record) I Like To: ________ work alone. ________ work in a small group (3-5 people). ________ work in a larger group (5-10 people).
1	30-60 min.	5. Interest Survey: List groups of Hobbies, activities, and jobs. Have students group items listed under categories: Sports Indoor Activities Outside Jobs Job Working With Machines
		4. Evaluation Step
1 week 5	15-20 min.	1. Hobby Show and Tell Time - Have each child talk about his daily routine and why he/she has this particular hobby. Each child has a turn at being teacher for his/her hobby with the class. Have other students then react to hobby: "why it would or wouldn't fit into their activities," "how they perceive it in relation to jobs in the working world," "why they like or dislike it."

Goal Developing Concepts of Self (B1)

Lesson Plan # 3 Grade Level Intermediate

LESSON TITLE Self in Relation to the Family

A. General Objective (unit theme)

3. Understands the interdependency of family members.

B. Specific Objective(s)

3.1 To understand roles of family members.
3.2 To understand the types of interactions family members engage in.

C. Instructional Materials, Supplies, and Equipment

1. Filmstrip - SRA - "Focus on Development, Stage 2, Unit C," "I Can Do Something You Can't Do" (2.1).
2. Paper for writing and drawing activity (4.1).
3. Tape recorder (4.1).
4. Printed checklist depicting types of jobs children may do at home (4.2).

D. Unique Learner Needs or Characteristics

VISUAL IMPAIRMENT

May need enlarged print materials and low-vision aids.

Preferential seating for visual activities.

Specially lined paper.

Periods	Est. Time	
		1. Preparation Step
1	5 min.	1. Get filmstrip projector in order.
2-3 weeks	?	2. Contact parents for interview activity.
1	1 hr.	3. Prepare worksheets.
		2. Presentation Step
1	10 min.	1. Show filmstrip, "I Can Do Something You Can't Do" (two brothers discussing differences).
1-2	10-15 min.	2. Discuss contents of film. Have children relate roles in family filmstrip to their own sibling relationships.
		3. Application Step
1-2	10-15 min.	1. Role-play activity. Assign a specific family member role to each child. Have the class act out a predetermined situation. Rotate roles. Follow up with discussion.
1-2	15-20 min.	2. Take part in a dramatization that shows how a family interacts to make plans.
2-4	15-20 min. per skit	3. Interview Activity - Have several children interview people representing the same family member role (mothers from two different families). Sample questions: What are your most important daily activities? What do you like least (best) about your family role? What makes your role different from other family members?
		4. Evaluation Step
1	15-45 min.	1. As a family member, have each child describe differences and similarities of role responsibilities within the family. Pictures may be drawn or tape recording made to accompany written portion.
1	10-15 min.	2. "Jobs I Do At Home" checklist.

Goal Developing Concepts of Self (B1)

Lesson Plan # 4 Grade Level Intermediate

LESSON TITLE Interests and Occupations

A. General Objective (unit theme)

4. Understands how interests may be expressed through work.

B. Specific Objective(s)

4.1 Identifies own interests and hobbies.
4.2 Discusses the relationship among interests, hobbies, and work activities.

C. Instructional Materials, Supplies, and Equipment

1. Chalkboard with hobbies listed (2.1).
2. Pictures of people doing jobs, equipment used, or clothing worn (related to children's hobbies) (2.2).
3. Puppets and props for "Job Pantomime Activity" (3.1).
4. Writing paper (3.2) (4.1).
5. Films and filmstrips depicting jobs selected by the children (3.4).

D. Unique Learner Needs or Characteristics

VISUAL IMPAIRMENT

May need enlarged print materials, preferential seating for viewing items, and auditory reinforcement.

Specially lined paper.

Periods	Est. Time	
		1. Preparation Step
1	5-15 min.	1. Collect pictures of jobs, clothing, and equipment.
1	5 min.	2. Assemble puppets.
2-4 weeks	?	3. Arrange for films, field trips, and resource persons' visits.
		2. Presentation Step
1	5-10 min.	1. Review through discussion, hobby types represented in the class. As class names them, teacher writes hobbies' names on board.
1	15-45 min.	2. Match Game: Teacher holds up a picture of a person performing a job, a picture of a piece of clothing worn on a job, or a picture of a piece of equipment. Have children match these pictures to the particular hobby on the board. As children are indicating the specific hobby, discussion should center around the "why" of classification.
1	5-15 min.	3. Discuss likes, dislikes, and interests as a review from Lesson Plan 2. Relate these to jobs.
2-3 weeks	?	4. Invite resource persons to the class who exemplify the types of jobs discussed in Activity 2. Field trips to the on-site locations could also be used for variety. If first-hand contact cannot be made with the job areas represented, perhaps students can phone a worker in that particular job and discuss the job and responsibilities on the phone. Movies and filmstrips pertaining to those jobs which cannot be investigated by other means can be shown.
		3. Application Step
1 week 5	5-15 min.	1. Have each child select a job discussed in the presentation step (Activity 2) and role-play the job. Puppetry can be selected by some children as a means of expression.
2-3	15-30 min.	2. Each child can select another job to write about in a creative writing activity. In this lesson, each child should make mention of the qualifications of the job and also the job responsibilities. The ending should entail why they chose this job to write about and also why they think they would be good at it. (A tape recording may be used in lieu of the written assignment.)

Periods	Est. Time	4. Evaluation Step
1	15-30 min.	1. After considering their physical and social characteristics, their likes and dislikes, their interests, and information gained from selecting certain jobs to study, the children should be asked to list five jobs they think they can do and five jobs they think they cannot do. Then list one reason for selecting each of these ten jobs.

Goal Developing Concepts of Self (B1)

Lesson Plan # 5 Grade Level Intermediate

LESSON TITLE Recognizing Limitations

A. General Objective (unit theme)

5. Understands the characteristics of own handicapping condition.

B. Specific Objective(s)

5.1 Discusses the nature of vision.
5.2 Describes how visual impairment may limit a person.
5.3 Provides examples to illustrate persons who have overcome handicap.

C. Instructional Materials, Supplies, and Equipment

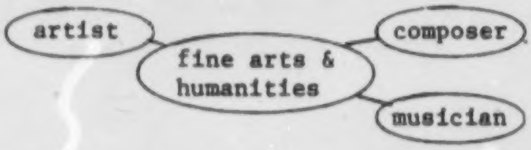
1. Mock-up of eye (2.1).
2. Pictures showing how people see with various types of vision (2.2).
3. Parent permission forms to permit teacher to show ocular reports and other medical records concerning the child's visual impairment to the child (2.3).
4. Ocular reports and other medical records (2.3).
5. Colored paper (3.2).
6. Chalkboard and chalk (2.4).
7. Job analysis sheets (printed) (3.3).

D. Unique Learner Needs or Characteristics

VISUAL IMPAIRMENT

May need low-vision aids, enlarged print items, tactile stimulation, and auditory reinforcement.

May need preferential seating for demonstrations, etc.

Periods	Est. Time	
		1. Preparation Step
1	?	1. Invite school nurse or ophthalmologist to class.
1	5-10 min.	2. Pull ocular reports from cumulative folders.
1	1 hr.	3. Prepare worksheets.
1	?	4. Invite resource persons having visual impairments.
		2. Presentation Step
2-3	20-30 min. per period	1. Have resource person, such as the school nurse or ophthalmologist, discuss vision - characteristics, diseases, terminology used in describing eye conditions. Use mock-up of eye.
2	20-30 min. per period	2. Show pictures or slides of how different people see objects depending on type and extent of visual impairment.
1	20-30 min.	3. Show children their ocular reports. Discuss them in terms of formal presentation on vision.
1 for each cluster	15-20 min.	4. Select one or two career clusters. Through diagraming, name as many occupations as possible that can be classified or included in that career cluster. 
1	?	5. Invite resource persons with visual impairments to be interviewed by class.
		3. Application Step
1-2	20-40 min. per period	1. Relate, through general class discussions, how visual impairments can affect the jobs discussed in earlier lessons. Permit interjection of other careers as well.
1-4	free time or 15-30 min. per period	2. "Selection Activity" - Have children select two colors of paper - one paper entitled, "Jobs that Need Vision," the other paper, "Jobs that Do Not Need Vision."
2-3	15-20 min. per period	3. Have children select one or two careers within the cluster. Have children then perform a job analysis for that particular career. Include training requirements and visual requirements in the job analysis, adaptations that might be necessary in order for a person with a visual impairment to perform the job.

Periods	Est. Time	4. **Evaluation Step**
1 week	15-30 min. per day	1. Have each child select a person he/she is familiar with who has a visual impairment. Complete a story with pictures or other "extras" to explain: 1. The person's job. 2. Why the visual impairment did not interfere with the job. 3. How the child feels about that job as a possible career.

Acknowledgments

It is when you give of yourself that you truly give.

Kahil Gibran

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"The original goal of these efforts --- to create a practical and effective means for bringing career awareness to handicapped children --- still runs visibly through the fabric of the project like a vivid thread."

- from the Foreword

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